



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

FOOD TECHNOLOGY AND DESIGN SYLLABUS

FORM 1 - 4

2015-2022

**Curriculum Development and Technical Services,
P.O. Box MP 133, Mount Pleasant, Harare**

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1.0 PREAMBLE

1.1 Introduction

Food Technology and Design is concerned with food, its nutritive value and application of tools to solve real life problems. It covers the importance of food service for the health of the individual, family, community and the nation. This form 1- 4 learning area seeks to develop positive attitudes towards locally available foods and healthy eating habits. It aims to develop skills and knowledge in food preparation, resource management, self-reliance and enterprising. It helps learners to become innovative and adaptable as they select and use relevant technologies, process information and achieve worthwhile outcomes. This learning area lays a foundation for further studies in food related professions in nutrition, health, food production and hospitality industry.

- Self-management
- Communication
- Problem Solving
- Critical Thinking
- Evaluation and Analysis
- Leadership
- Management
- Innovation
- Enterprising
- Creativity
- Interpersonal
- Decision Making

It also adds value to food products hence ensuring food security to the nation.

1.2 Rationale

Zimbabwe has an agro-based economy which values the health of its people. The Food Technology and Design syllabus will enable learners to develop a sound food processing industry, hence improving food security. It is imperative that learners with diverse needs learn to use locally available foods and technology to instill healthy eating habits. This course will impart skills in food preparation, service and resource management. Promotion of indigenous healthy foods, use of technology in processing, storage and utilisation of food will enable learners to acquire enterprising skills as well as preserve the acceptable norms and values (Unhu /Ubuntu/Vumunhu) in food preparation and service.

1.4 Assumptions

It is assumed that learners:

- are familiar with most indigenous and locally available foods.
- have knowledge about the use of some kitchen equipment such as saucepans, plates, knives, wooden spoons, stoves and clay pots.
- are able to use some cooking methods such as boiling ,stewing, frying and roasting.
- know the different cultural ways of serving food, forexample in Shona culture girls kneel and boys crouch when serving food to elders.
- both boys and girls are able to prepare, cook, serve food, wash up and clean the kitchen.

1.3 Summary of Content

Food Technology and Design will cover theory and practical activities in areas such as nutrition, food preparation and serving, preservation, packaging and storage. The four year learning phase seeks to develop the following skills among others:

- Technical
- Technological

1.5 Cross-Cutting Themes

This course will help learners to develop an appreciation of:

- Gender sensitivity

- Sexuality, HIV/AIDS Education
- Heritage Studies
- Financial Literacy
- Disaster Risk Management
- Human Rights
- Children's Rights and Responsibilities
- Environmental Issues
- Guidance and Counseling
- Food Security
- Collaboration

3.6 participate in programs that promote good health and varying cultural backgrounds in relation to nutrition

3.7 acquire knowledge in the choice, use and care of equipment in the kitchen including labour saving devices applying consumer education

2.0 PRESENTATION OF THE SYLLABUS

This Form 1 to 4 Food Technology and Design syllabus is one document which consists of the preamble, rationale, summary of content, assumptions, cross cutting themes, aims, objectives, topics, methodology, time allocation, scope and sequence and content matrix. Both theory and practical learning activities will be assessed.

3.0 Aims

The syllabus aims to help learners to:

- 3.1 acquire scientific knowledge of nutrition, food selection, preparation and service in order to promote health for the individual, family, community and the nation
- 3.2 apply hygienic and safety measures in cooking, preservation and storage of food
- 3.3 develop an aesthetic sense and appreciate indigenous foods, herbs, spices and other locally available foods to promote their creative use
- 3.4 acquire resource management, self-reliance and enterprising skills to create employment opportunities related to food, nutrition and food services irrespective of gender
- 3.5 analyse food insecurity and nutritional deficiency problems in relation to climate change

4.0 SYLLABUS OBJECTIVES

By the end of the learning period, learners should be able to:

- 4.1 identify nutrients for a healthy diet, their sources and functions in the body
- 4.2 relate nutritional needs to the health of the individual, family, community and the nation
- 4.3 use indigenous foods, herbs, spices and other locally available foods in preparing nutritious meals
- 4.4 demonstrate knowledge and understanding of the use of technology.
- 4.5 apply hygienic practices and safety precautions when handling, preparing, cooking, serving food and beverages
- 4.6 apply scientific principles underlying the preparation, cooking methods, serving and preservation of food
- 4.7 use First Aid skills in attending to casualties
- 4.8 demonstrate skills in selection, planning, preparation and artistic presentation of meals and beverages
- 4.9 plan entrepreneurial activities in food, nutrition and food services
- 4.10 use gender education to remove stereo-typing and gender inequalities in Food Technology and Design
- 4.11 determine the causes and effects of malnutrition and draw preventive strategies
- 4.12 explain how family size relates to food supply resources and quality life
- 4.13 demonstrate an understanding of consumer education
- 4.14 practise economical use of resources

The syllabus requires the use of the learner centered approach where learners are actively involved in the learning process and the teacher becomes a facilitator. The following methods should be considered:

- demonstration
- educational tours
- discussions
- debates
- group work
- question and answer
- experiments
- role play
- simulation
- projects
- research/investigation
- e-learning materials

NB Teachers are encouraged to apply orthodidactic principles where possible. These include;

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 METHODOLOGY

- visual tactile,
- simulation,
- concreteness,
- hands on,
- individualisation, and
- totality/ wholeness

5.2 TIME ALLOCATION

At **least 6** periods of 35 – 40 minutes per week for form 1-2 and at **least 6-8** periods of 35-40 minutes for form 3-4 should be allocated per class of **not more than 20 learners**. Four consecutive periods should be allocated for practicals for all levels.

6.0 TOPICS TO BE COVERED

- 6.1 Kitchen
- 6.2 Equipment
- 6.3 Food
- 6.4 Nutrition
- 6.5 Methods of cooking
- 6.6 Meal planning and food service
- 6.7 Preparation, cooking and presentation of different foods and beverages
- 6.8 Flour mixtures
- 6.9 Food contamination
- 6.10 Food preservation
- 6.11 Convenience foods
- 6.12 Consumer education
- 6.13 Gender
- 6.14 Enterprising
- 6.15 Health and Physical Development

7.0 SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
7.1 KITCHEN	<ul style="list-style-type: none"> • Types and uses of kitchen • Advantages and disadvantages of each type of kitchen • Kitchen surfaces • Kitchen safety • Hygiene: personal, kitchen and food 			<ul style="list-style-type: none"> • Site and position of kitchen • Kitchen organization • Kitchen surfaces • Colour schemes, lighting and ventilation • Commercial kitchens
7.2 EQUIPMENT	<ul style="list-style-type: none"> • Identification, choice, use, cleaning, care and storage of small and large basic equipment • Indigenous equipment 		<ul style="list-style-type: none"> • Labour saving devices (appropriate technology) • Industrial equipment • Identification, choice, use, cleaning, care and storage of small and large equipment • Safety precautions when using appropriate technology 	
7.3 FOOD	<ul style="list-style-type: none"> • Food groups 		<ul style="list-style-type: none"> • Dietary guidelines 	

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
7.4 NUTRITION	<ul style="list-style-type: none"> • Sources of food (indigenous and locally available) • Nutritional terms • Nutrients; classification, sources and functions in the body. • Deficiency. 	<ul style="list-style-type: none"> • Composition and value of the main foods in the diet 	<ul style="list-style-type: none"> • Eating habits • Chemical composition of nutrients • Classification, sources and functions in the body • Deficiency: signs and symptoms • Composition and value of the main foods in the diet 	<ul style="list-style-type: none"> • Digestion, absorption and metabolism.
7.5 METHODS OF COOKING	<ul style="list-style-type: none"> • Reasons for cooking food • Methods of cooking • Classification • Advantages and disadvantages • Suitable foods for each method 	<ul style="list-style-type: none"> • Points to consider when using each method • Suitable foods for each method 	<ul style="list-style-type: none"> • Scientific principles underlying different methods of cooking • Effects of different methods of cooking on food 	<ul style="list-style-type: none"> • Scientific principles underlying different methods of cooking

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<p>7.6 MEAL PLANNING AND FOOD SERVICE</p>	<ul style="list-style-type: none"> • Types of meals • Planning simple balanced meals 	<ul style="list-style-type: none"> • Meal planning • Nutritional needs for different family members • Planning simple balanced meals 	<ul style="list-style-type: none"> • Individual food requirements • Special diets • Special occasions • Introduction to time plan 	<ul style="list-style-type: none"> • Time plan
<p>7.7 PREPARATION, COOKING AND PRESENTATION OF DIFFERENT FOODS AND BEVERAGES</p>		<ul style="list-style-type: none"> • Preparation and cooking of food to minimize loss of nutrients, properties and flavor • Attractive presentation of food 	<ul style="list-style-type: none"> • Preparation of skillful dishes to show different styles of meal service. • Table setting and table etiquette • Appropriate flower arrangement 	<ul style="list-style-type: none"> • Preparation of skillful dishes to show different styles of meal service. • Table setting and table etiquette • Appropriate flower arrangement
<p>7.8 FLOUR MIXTURES</p>	<ul style="list-style-type: none"> • Ingredients used in flour mixtures • Types of flour mixtures • Basic proportions • Methods of preparing flour mixtures • Raising agents 	<ul style="list-style-type: none"> • Basic proportions • Methods of preparing flour mixtures • Raising agents 	<ul style="list-style-type: none"> • Proportions and methods of making advanced flour mixtures • Faults, causes and remedies 	

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<p>7.9 FOOD CONTAMINATION</p>		<ul style="list-style-type: none"> • Definition • Causes of food contamination/spoilage • Prevention • Food poisoning and prevention • Use of oral rehydration therapy (ORT) 	<ul style="list-style-type: none"> • Food spoilage and its prevention • Food poisoning and prevention 	
<p>7.10 FOOD PRESERVATION</p>		<ul style="list-style-type: none"> • Reasons for preserving. • Foods that can be preserved. • Methods of preserving 	<ul style="list-style-type: none"> • Reasons for preserving foods. • Methods and principles of preservation • Effects of preservation on foods 	
<p>7.11 CONVENIENCE FOODS</p>		<ul style="list-style-type: none"> • Definition • Types • Uses • Advantages and disadvantages • Storage 	<ul style="list-style-type: none"> • Reasons for popularity • Advantages and disadvantages • Creative use 	

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
7.12 CONSUMER EDUCATION		<ul style="list-style-type: none"> Terminology Wise shopping Consumer rights and responsibilities. Economic use of resources 	<ul style="list-style-type: none"> Terminology Budgeting Wise shopping Advertisements Role of Consumer Council of Zimbabwe (CCZ) Consumer rights and responsibilities. 	<ul style="list-style-type: none"> Economic use of resources
7.13 GENDER	<ul style="list-style-type: none"> Terminology Differences between gender and sex 	<ul style="list-style-type: none"> Gender roles Equity and equality 	<ul style="list-style-type: none"> Gender roles Equity and equality Effects of gender inequalities 	<ul style="list-style-type: none"> Gender roles: androgynous roles Equity and equality
7.14 ENTERPRISING	<ul style="list-style-type: none"> Financial literacy Definition Characteristics of an enterpriser Needs assessment. 	<ul style="list-style-type: none"> Characteristics of an enterpriser Market research Business skills in project identification Small business projects Financial literacy Use of ICTs in marketing 	<ul style="list-style-type: none"> Characteristics of an enterpriser Principles of Enterprising Market research Business skills in project identification Financial literacy Use of ICTs in marketing 	<ul style="list-style-type: none"> Principles of enterprising Market research Business skills in project identification Small business projects Use of ICTs in marketing

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<p>7.15 HEALTH AND PHYSICAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Physical changes during puberty and adolescence • Importance of nutrition and exercise during puberty and adolescence • Causes and effects of early parenthood on families • Effects of early parenthood on the health of adolescent parent and child (risk of contracting STI's and HIV/AIDS) 	<ul style="list-style-type: none"> • Physical changes during puberty and adolescence • Importance of nutrition and exercise during puberty and adolescence • Causes and effects of early parenthood on families • Effects of early parenthood on the health of adolescent parent and child (risk of contracting STI's and HIV/AIDS) • Psycho-socio-economic effects of early parenthood on the adolescence parents 	<ul style="list-style-type: none"> • Importance of nutrition and exercise during puberty and adolescence • Causes and effects of early parenthood on families • Effects of early parenthood on the health of adolescent parents and child (risk of contracting STI's and HIV/AIDS) • Psycho-socio-economic effects of early parenthood on the adolescent parents 	<ul style="list-style-type: none"> • Psycho-socio economic effects of early parenthood on the adolescent parents 	

8.0 COMPETENCY MATRIX

8.1 FORM 1

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.1.1 Kitchen	<ul style="list-style-type: none"> • Designing • Organisation • Writing • Problem solving • Team building • Communication 	<ul style="list-style-type: none"> • define a kitchen • describe types of kitchens and their layouts • describe the workflows in an indigenous and a modern kitchen • state advantages and disadvantages of each type kitchen • observe safety precautions in the kitchen 	<ul style="list-style-type: none"> • Definition • Types of kitchens and kitchen layouts • Kitchen workflows • Advantages and disadvantages of types of kitchens • Safety precautions in the kitchen • Importance of personal, kitchen and food hygiene 	<ul style="list-style-type: none"> • Drawing and labelling different layouts of kitchens • Drawing the work flow in various kitchen layouts • Demonstrating cleaning of the kitchen. • Carrying out simple disinfection of drains and kitchen sinks • Making and observing rules in the kitchen 	<ul style="list-style-type: none"> • Textbooks • Magazines • Internet • Journals • Newspapers • Resource person/s

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.1.2 Equipment	<ul style="list-style-type: none"> • Technological • Self-managing • Ability to plan and organize • Problem solving • Communication • Literacy and numeracy skills 	<ul style="list-style-type: none"> • explain the importance of personal, kitchen and food hygiene • distinguish the different types of kitchen surfaces • name different equipment used when preparing, cooking and serving meals • identify indigenous equipment • explain cleaning of kitchen equipment and storage 	<ul style="list-style-type: none"> • Kitchen surfaces: floors, walls and work surfaces • Choice, types, use and storage of equipment • Indigenous equipment • cleaning of kitchen equipment and storage 	<ul style="list-style-type: none"> • Demonstrating kitchen hygiene practices • Grouping equipment according to use such as cooking, processing and serving equipment • Naming indigenous equipment • Describing uses of indigenous equipment • Cleaning and storage of equipment 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Journals • Newspapers • Shop brochures • Charts

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.1.3 Food	<ul style="list-style-type: none"> Self-management Critical thinking Problem solving Communication 	<ul style="list-style-type: none"> define food identify plant and animal sources of food distinguish between indigenous and locally available foods list different types of food groups explain reasons for eating food investigate eating patterns of different cultures within Zimbabwe 	<ul style="list-style-type: none"> definition of food classes of food: plant and animal Food culture and habits (Unhu/Ubuntu Vumunhu) Reasons for eating 	<ul style="list-style-type: none"> Mounting pictures of food and collecting different samples Classifying foods into animal and plant food Identifying foods available in local area Tasting different indigenous dishes such as: blackjack, pumpkin leaves, nyevhe/ulude, rapoko, sorghum and millet Comparing foods eaten in the local 	<ul style="list-style-type: none"> Resource person/s Textbooks Realia Internet Magazines Journals Newspapers Shop brochures Charts Resource person/s

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.1.4 Nutrition	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication 	<ul style="list-style-type: none"> • define nutrition and nutrients • list the nutrients in food • classify nutrients • identify sources of each nutrient • named • explain the functions of each nutrient in the body • discuss under nourishment and over feeding 	<ul style="list-style-type: none"> • Definition of nutrition and nutrients • Nutrients in food • Classification • Sources • Functions • Under nourishment and over feeding • Main foods in diet such as eggs, milk products, meat, vegetables, cereals and fish 	<p>area and those found in other areas.</p> <ul style="list-style-type: none"> • Cooking selected animal and plant foods <ul style="list-style-type: none"> • Discussing the meaning of terms • Stating nutrients found in food • Classifying nutrients • Naming sources of each nutrient. • Discussing functions of each nutrient in the body. • Mentioning effects of under nourishment and over feeding. • Listing main foods in the diet. 	<p>Textbooks</p> <p>Realia</p> <p>Internet</p> <p>Magazines</p> <p>Journals</p> <p>Newspapers</p> <p>Shop brochures</p> <p>Charts</p> <ul style="list-style-type: none"> • Resource person/s

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> • identify the main foods in the diet • state the nutritive value of main foods in the diet 		<ul style="list-style-type: none"> • Discussing the nutritive value of main foods. 	
8.1.5 Methods of cooking	<ul style="list-style-type: none"> • Critical thinking • Communication • Problem solving • Technological • Psychomotor 	<ul style="list-style-type: none"> • state reasons for cooking food • identify methods of cooking • classify methods of cooking • discuss advantages and disadvantages of methods of cooking 	<ul style="list-style-type: none"> • Reasons for cooking food. • Methods of cooking: boiling, stewing, frying, baking, grilling, poaching and steaming. • Dry and moist methods. • Advantages and disadvantages. • Suitable foods. 	<ul style="list-style-type: none"> • Discussing reasons for cooking food. • Listing methods of cooking. • Demonstrating methods of cooking. • Grouping methods of cooking. • Discussing advantages and disadvantages of each method of cooking. • Matching food with suitable methods of cooking. 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Journals • Newspapers • Charts • Work cards

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.1.6 Meal Planning and Food Service	<ul style="list-style-type: none"> Subject Mastery Critical thinking Planning Organising Problem solving Hands on 	<ul style="list-style-type: none"> list suitable foods for each method define terms state types of meals plan simple balanced meals 	<ul style="list-style-type: none"> Meaning of terms. Types of meals: breakfast, lunch and supper. Simple balanced meals. 	<ul style="list-style-type: none"> Explaining the meaning of terms. Discussing types of meals. Preparing and serving simple meals including indigenous foods and showing cultural ways. Collecting pictures of indigenous foods, dishes and recipes. 	<ul style="list-style-type: none"> Textbooks Realia Internet Magazines Journals Newspapers Charts Work cards
8.1.7 Flour Mixtures	<ul style="list-style-type: none"> Financial literacy Problem solving Hands-on 	<ul style="list-style-type: none"> list the ingredients used in flour mixtures name different types of flour mixtures 	<ul style="list-style-type: none"> Ingredients used. Types of flour mixtures. General proportions of ingredients used 	<ul style="list-style-type: none"> Experimenting with different flour mixtures. Preparing, cooking and serving: <ul style="list-style-type: none"> - rubbed-in mixtures - batters 	<ul style="list-style-type: none"> Textbooks Realia Internet Magazines Journals

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> state the correct proportions for batters and pastries describe how to mix ingredients for different flour mixtures define a raising agent use relevant raising agents 	<ul style="list-style-type: none"> in batters and pastries. Methods of mixing ingredients. Raising agents Importance of raising agents. 	<ul style="list-style-type: none"> -creaming -beat and bake mixtures. Visiting shops to identify different costs of ingredients and cooked products. Preparing, baking, decorating and serving simple cakes. Costing and selling baked products. 	<ul style="list-style-type: none"> Newspapers Charts Work cards
8.1.8 Gender	<ul style="list-style-type: none"> Sensitive Self-esteem Self-managing Communication Self-esteem 	<ul style="list-style-type: none"> define gender and sex identify the difference between gender and sex 	<ul style="list-style-type: none"> Gender and sex. Difference between sex and gender The role of boys and girls in 	<ul style="list-style-type: none"> Discussing gender and sex issues. Distinguishing between gender and sex. Role playing gender inequalities. 	<ul style="list-style-type: none"> Textbooks Realia Internet Magazines Journals

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • Problem solving • Critical thinking 	<ul style="list-style-type: none"> • explain the role of boys and girls in addressing gender inequalities • distinguish between equity and equality • identify gender-related problems affecting children in Zimbabwe • describe the status of girls and women with reference to the distribution of food and other resources 	<p>addressing gender inequality.</p> <ul style="list-style-type: none"> • Equity and equality. • The effect of gender inequalities on the status of women and girls with specific reference to distribution of food and other resources. • Effects of gender roles on performance of boys and girls at school. • The role of the State in addressing gender inequality. 	<ul style="list-style-type: none"> • Debating on equity and equality. • Discussing gender problems faced by girls and boys in Zimbabwe. • Carrying out a survey on distribution of food and other resources. • Collecting information on gender inequalities in the school and home. • Conducting a survey on the effects of gender roles on performance of boys and girls at school. • Making a duty roster to demonstrate equal distribution of work at school. 	<ul style="list-style-type: none"> • Newspapers • Charts • Work cards

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> identify effects of gender roles on performance of boys and girls at school 		<ul style="list-style-type: none"> Practising gender sensitivity/ awareness in class in terms of language, behaviour and attitude 	
8.1.9 Enterprising	<ul style="list-style-type: none"> Self-managing Communication Self-esteem Problem solving Critical thinking 	<ul style="list-style-type: none"> Define enterprising and an enterpriser outline qualities of an enterpriser 	<ul style="list-style-type: none"> Enterprising and enterpriser Characteristics of an enterpriser. Needs assessment. 	<ul style="list-style-type: none"> Identifying types of enterprising Discussing characteristics of an enterpriser in groups. Identifying small projects in their 	<ul style="list-style-type: none"> Textbooks Realia Internet Magazines Journals

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> Leadership Planning Technological 	<ul style="list-style-type: none"> identify gaps or needs and opportunities for projects 		locality and assess their viability.	<ul style="list-style-type: none"> Newspapers Charts Work cards Resource person/s
8.1.10 Health and physical development	<ul style="list-style-type: none"> Self-managing Communication Self-esteem Problem solving Critical thinking Leadership Planning Technological 	<ul style="list-style-type: none"> describe physical changes during puberty and adolescence explain the importance of personal hygiene, nutrition and exercise during puberty and adolescence analyse causes and effects of early 	<ul style="list-style-type: none"> Physical changes that take place during puberty and adolescence. Aspects of personal hygiene such as: nails, eyes, body, skin, ears and teeth. The importance of nutrition and exercise during puberty. Causes of early parenthood. 	<ul style="list-style-type: none"> Body mapping to show the changes of different parts of the body and what happens to each one of them during puberty. Discussing ways of keeping the body clean. Role playing on the causes and effects of early parenthood on families. Researching into nutritional 	<ul style="list-style-type: none"> Textbooks Internet Magazines Journals Newspapers Charts Work cards CDs ,DVDs, videos Resource person/s

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		parenthood on families <ul style="list-style-type: none"> explain effects of early parenthood on the health of adolescent parent and child.(STI's, HIV and AIDS) 	<ul style="list-style-type: none"> Nutritional implications of early parenthood. Consequences of early parenthood. 	implications of early parenthood. <ul style="list-style-type: none"> Analysing magazine and newspaper cuttings on psychosocial, economic and emotional consequences of early parenthood. 	

8.2 FORM 2

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.2.1 Nutrition	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication • Hands-on • Financial literacy • Self-management • Artistic 	<ul style="list-style-type: none"> • apply scientific principles in preparing and cooking selected foods • demonstrate skills in preparation of different types of foods and beverages • select suitable methods of cooking different types of fruits and vegetables including indigenous • demonstrate different skills in the presentation of different foods and beverages 	<ul style="list-style-type: none"> • Meat, poultry and game: <ul style="list-style-type: none"> - cuts - preparation - methods of cooking and presentation • Fruits and vegetables: <ul style="list-style-type: none"> - preparation - methods of cooking - presentation • Cereals and cereal products: <ul style="list-style-type: none"> - types - preparation - methods of cooking 	<ul style="list-style-type: none"> • Discussing scientific principles applied when preparing and cooking food. • Preparing and serving different dishes and beverages. • Matching fruits and vegetables with suitable methods of cooking. • Working individually in preparing different dishes. • Visiting food outlets to observe presentation of food. • Pricing and selling products 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Journals • Newspapers • Charts • Work cards

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> - presentation • Milk: <ul style="list-style-type: none"> - products - uses of milk • Eggs: <ul style="list-style-type: none"> - methods of cooking - presentation • Beverages: <ul style="list-style-type: none"> - tea, coffee, fruit juices, milk shakes • Indigenous beverages such as: mahewu, mauyu/umkhomo, masau drink, amarula 		
8.2.2 Methods of cooking	<ul style="list-style-type: none"> • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • determine effects of cooking on texture, taste and 	<ul style="list-style-type: none"> • Effects of cooking on texture, taste and appearance of food. 	<ul style="list-style-type: none"> • Carrying out experiments to determine the 	<ul style="list-style-type: none"> • Textbooks • Realia

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • Communication • Hands-on • Financial literacy • Self-management • Artistic 	<ul style="list-style-type: none"> • appearance of food • list suitable foods for each method of cooking • explain advantages and disadvantages of different cooking methods • identify sources of energy used in cooking • explain advantages and disadvantages of each type of fuel • identify methods of conserving energy 	<ul style="list-style-type: none"> • Selection of methods for cooking different foods • Advantages and disadvantages of each method • Sources of energy used for cooking • Advantages and disadvantages of each type of energy • Methods of conserving energy 	<ul style="list-style-type: none"> • effects of heat on texture, appearance, taste and colour. • Using different methods of cooking in preparation of selected dishes. • Discussing advantages and disadvantages of each type of fuel. • Finding ways of conserving energy. 	<ul style="list-style-type: none"> • Internet • Magazines • Journals • Newspapers • Charts • Work cards
8.2.3 Meal planning and food service	<ul style="list-style-type: none"> • Critical thinking • Problem solving, • Communication, 	<ul style="list-style-type: none"> • justify the importance of planning meals 	<ul style="list-style-type: none"> • Importance of meal planning 	<ul style="list-style-type: none"> • Analyzing findings of a 3 day dietary record from the 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • Hands-on • Financial literacy • Self-management • Artistic skills. 	<ul style="list-style-type: none"> • explain factors to consider when planning meals • name courses in a meal • discuss what a balanced diet is made up of • explain the importance of mixing a variety of foods in a meal • plan, prepare, cook and serve simple meals • demonstrate garnishing and decorating dishes • state terms used in a meal service 	<ul style="list-style-type: none"> • Factors to consider when planning meals • Components of a meal. • Components of balanced diet • Garnishing and decorating a dish. • Terms used in meal service. 	<p>class to check adequacy of meals</p> <ul style="list-style-type: none"> • Discussing factors to consider when planning meals. • Identifying courses in a meal. • Planning , preparing, cooking and serving meals. • Analyzing different meals to check balance of nutrients. • Evaluating the importance of mixing a variety of foods in a meal. • Planning, cooking and serving different 	<ul style="list-style-type: none"> • Magazines • Journals • Newspapers • Charts • Work card

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.2.4 Preparation, cooking and presentation of different foods and beverages	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication • Hands-on • Financial literacy • Self-management • Artistic skills. 	<ul style="list-style-type: none"> • demonstrate skills in cooking different foods and preparation of beverages to minimize loss of nutrients, properties and flavor • illustrate attractive presentation of food 	<ul style="list-style-type: none"> • Skills in preparing, cooking and serving different dishes and beverages 	<p>types of meals attractively.</p> <ul style="list-style-type: none"> • Garnishing and decorating dishes. • Explaining the following terms: cover, portion, meal service, garnishing and course. 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Journals • Newspapers • Charts • Work card

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
					<ul style="list-style-type: none"> Labour saving device
8.2.5 Flour Mixtures	<ul style="list-style-type: none"> Critical thinking Problem solving Communication Hands-on Financial literacy Self-management Artistic skills. 	<ul style="list-style-type: none"> state the correct proportions of ingredients describe methods of mixing ingredients use mechanical and chemical raising agents demonstrate the use of technology in cake making 	<ul style="list-style-type: none"> General proportions of ingredients used. Methods of mixing ingredients. Raising agents Importance of raising agents. Technology in cake making. 	<ul style="list-style-type: none"> Measuring correct proportions of ingredients. Demonstrating correct methods of mixing ingredients. Using technology in cake making. 	<ul style="list-style-type: none"> Textbooks Realia Internet Magazines Journals Newspapers Charts Work card Cake mixer Brochures
8.2.6 Food Contamination	<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> define food contamination 	<ul style="list-style-type: none"> Food contamination. 	<ul style="list-style-type: none"> Discussing food contamination. 	<ul style="list-style-type: none"> Textbooks

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • Problem solving • Communication • Hands-on • Self-management. 	<ul style="list-style-type: none"> • identify causes of food contamination/spoilage • explain how food contamination can be prevented • discuss food poisoning and prevention • demonstrate the preparation of oral rehydration solution(ORS) • discuss the importance of safe storage of food • identify household pests • describe methods of preventing pests 	<ul style="list-style-type: none"> • Causes • Prevention • Food poisoning and prevention • Preparation of oral rehydration solution (ORS) • Safe storage of food. • Household pests. • Pest control 	<ul style="list-style-type: none"> • Listing causes of food contamination. • Organizing an awareness campaign on preventing food contamination. • Discussing food poisoning and prevention. • Preparing oral rehydration solution(ORS) • Practising safe storage of food. • Naming household pests. • Discussing ways of preventing and eradicating pests. 	<ul style="list-style-type: none"> • Realia • Internet • Magazines • Journals • Newspapers • Charts • Work card • Brochures

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.2.7 Food Preservation	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication • Hands-on • Technological • Self-management. 	<ul style="list-style-type: none"> • define food preservation • state reasons for preserving food • identify foods that can be preserved • explain principles underlying methods of food preservation • state the advantages and disadvantages of preserving food 	<ul style="list-style-type: none"> • Food preservation. • Reasons for preserving food. • Foods that can be preserved. • Principles of food preservation. • Advantages and disadvantages. 	<ul style="list-style-type: none"> • Discussing food preservation. • Stating reasons for preserving food • Naming methods of preserving foods. • Preserving some foods using indigenous and modern methods. • Outlining advantages and disadvantages of preserving food. 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Journals • Newspapers • Charts • Work card • Brochures
8.2.8 Convenience Foods	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication • Hands-on • Technological 	<ul style="list-style-type: none"> • define convenience foods • identify types of convenience foods • state the uses of convenience foods 	<ul style="list-style-type: none"> • Definition • Types • Uses • Advantages and disadvantages 	<ul style="list-style-type: none"> • Discussing convenience foods. • Listing types of convenience foods and demonstrating their creative use. 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Journals

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> Self-management. 	<ul style="list-style-type: none"> explain the advantages and disadvantages of convenience foods suggest appropriate ways of storing convenience foods 	<ul style="list-style-type: none"> Storage 	<ul style="list-style-type: none"> Discussing advantages and disadvantages of convenience foods. Visiting storage facilities to assess the shelf life of different foods. Downloading pictures of storage facilities. 	<ul style="list-style-type: none"> Newspapers Charts Work card Brochures
8.2.9 Consumer education	<ul style="list-style-type: none"> Critical thinking Problem solving Communication Hands-on Self-management 	<ul style="list-style-type: none"> define 'consumer' and 'budgeting' state the importance of shopping around identify consumer rights and responsibilities discuss importance of self-help activities in 	<ul style="list-style-type: none"> Definition of terms Wise shopping Consumer education: <ul style="list-style-type: none"> awareness and issues consumer rights and responsibilities Importance of self-help projects : 	<ul style="list-style-type: none"> Discussing terms. Visiting shopping areas and comparing prices Collecting newspaper articles and food labels on consumer issues. Sharing views and discussing the articles. 	<ul style="list-style-type: none"> Textbooks Realia Internet Magazines Journals Newspapers Charts Work cards

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		augmenting food reserves <ul style="list-style-type: none"> state means of economizing food 	<ul style="list-style-type: none"> small livestock rearing market gardening Economical use of food-rechauffes 	<ul style="list-style-type: none"> Discussing consumer rights and responsibilities. Discussing the importance of shopping around. Growing vegetables and breeding small livestock. Discussing means of economizing resources. 	<ul style="list-style-type: none"> Brochures Pamphlets Resource person/s
8.2.10 Gender	<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> identify effects of gender roles on performance of 	<ul style="list-style-type: none"> Effects of gender roles on performance 	<ul style="list-style-type: none"> Collecting information on gender inequalities 	<ul style="list-style-type: none"> Textbooks

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • Problem solving • Technological • Communication • Self-management 	<p>boys and girls at school</p> <ul style="list-style-type: none"> • explain the role of boys and girls in addressing gender inequalities • analyse gender equity and equality 	<p>of boys and girls at school</p> <ul style="list-style-type: none"> • The role of boys and girls in addressing gender inequality. • Gender equity and equality. 	<p>in the school and home.</p> <ul style="list-style-type: none"> • Discussing gender issues and gender inequalities at home and at school. • Analyzing rules and regulations that address gender inequalities. • Discussing gender problems faced by girls and boys in Zimbabwe. • Making a duty roster to demonstrate equal distribution of work at school. • Practising gender sensitivity/awareness in class in terms of language, behaviour and attitude 	<ul style="list-style-type: none"> • Internet • Magazines • Journals • Newspapers • Charts • Work cards • Brochures • Pamphlets • Resource person/s

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.2.11 Enterprising	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Technological • Communication • Hands-on • Financial literacy • Self-management skills 	<ul style="list-style-type: none"> • outline qualities of an enterpriser • identify gaps or needs and opportunities for projects • carry out market research • outline elements of a business plan • draw up small business plans • set up a small business project • market products • maintain business records 	<ul style="list-style-type: none"> • Characteristics of an enterpriser • Needs assessment • Project identification • Market research • Business plans • Small business projects • Business records • Factors that influence business viability. 	<p>(Unhu, Ubuntu, Vumunhu).</p> <ul style="list-style-type: none"> • Identifying types of Enterprising • Discussing characteristics of an enterpriser in groups • Identifying small projects in their locality and assessing their viability • Preparing simple business plans, using ICT where possible. • Engaging in small profit making projects • Discussing factors that determine the viability of business. 	<ul style="list-style-type: none"> • Textbooks • Internet • Realia • Magazines • Journals • Newspapers • Charts • Work cards • Brochures • Pamphlets • Resource person(s)

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
8.2.12 Health and physical development	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Technological • Communication • Hands-on • Self-management 	<ul style="list-style-type: none"> • identify factors that determine the viability of business • explain the importance of personal hygiene, nutrition and exercise during puberty and adolescence • describe physical changes during puberty and adolescence • analyse causes and effects of early parenthood on families • discuss effects of early parenthood on the health of adolescent parent and child 	<ul style="list-style-type: none"> • Aspects of personal hygiene such as: nails, eyes, body, skin, ears teeth. • Physical changes that take place during puberty and adolescence (Unhu/Ubuntu). • The importance of nutrition and exercise during puberty. • Causes and effects of early parenthood. • Consequences of early parenthood. • Nutritional implications of early parenthood. 	<ul style="list-style-type: none"> • Practising keeping the body clean. • Discussing ways of keeping the body clean. • Body mapping using pictures to show the changes of different parts of the body and what happens to each one of them during puberty. • Role playing on causes of early parenthood. • Collecting and discussing magazine and newspaper cuttings on social, 	<ul style="list-style-type: none"> • Textbooks • Internet • Journals • Magazines • Journals • Newspapers • Charts • Work card • Brochures • Pamphlets • Resource person

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				economic and emotional consequences of early parenthood.	

8.3 FORM 3

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.3.1 Equipment	<ul style="list-style-type: none"> • Technological • Self-management • Ability to plan and organise • Problem solving • Communication • Literacy and numeracy 	<ul style="list-style-type: none"> • apply appropriate technology in food preparation and serving • identify industrial equipment • state the small and large equipment • discuss the choice, use, care and storage of equipment • apply knowledge of safety precautions 	<ul style="list-style-type: none"> • Labour saving devices (appropriate technology) • Industrial equipment • Identification, choice, use, cleaning, care and storage of small and large equipment • Safety precautions when using appropriate technology 	<ul style="list-style-type: none"> • Discussing labour saving devices • Taking field trips to shops selling modern industrial kitchen equipment • Grouping equipment according to size • Analysing the choice, use, care and storage of equipment • Practising use of fire extinguishers and other safety measures 	<ul style="list-style-type: none"> • Equipment • Resource person(s) • Print and Electronic media
8.3.2 Food	<ul style="list-style-type: none"> • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • identify dietary guidelines 	<ul style="list-style-type: none"> • Dietary guidelines • Eating habits 	<ul style="list-style-type: none"> • Discussing dietary guidelines for different groups of people 	<ul style="list-style-type: none"> • Realia

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> • Communication and team building • Self-management 	<ul style="list-style-type: none"> • compare eating patterns of different cultures within Zimbabwe 		<ul style="list-style-type: none"> • Investigating foods eaten in the local area 	<ul style="list-style-type: none"> • Print and electronic media • Resource person(s)
8.3.4 Nutrition	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication • Self-management 	<ul style="list-style-type: none"> • outline the chemical composition of nutrients • classify nutrients • identify sources and functions of nutrients in the body • discuss the deficiency results of nutrients 	<ul style="list-style-type: none"> • Chemical composition of nutrients • Classification, sources and functions in the body • Deficiency: signs and symptoms • Water and dietary fibre 	<ul style="list-style-type: none"> • Explaining the chemical composition of food nutrients • Grouping nutrients • Discussing sources and functions of nutrients in the body • Explaining the deficiency results of nutrients 	<ul style="list-style-type: none"> • Realia • Print and electronic media • Resource person(s)

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Meat		<ul style="list-style-type: none"> • classify meat • draw structure • list sources • explain nutritive value • discuss effects of heat 	<ul style="list-style-type: none"> • Types • Structure • Sources • Nutritive value • Effects of heat 	<ul style="list-style-type: none"> • Explaining types of meat • Illustrating meat structure • Discussing sources of meat • Discussing nutritive value • Experimenting effects of heat • Visiting food production area 	
Eggs		<ul style="list-style-type: none"> • draw structure of an egg • list sources 	<ul style="list-style-type: none"> • Structure • Sources • Nutritive value 	<ul style="list-style-type: none"> • Illustrating egg structure • Identifying sources of eggs 	

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Fish		<ul style="list-style-type: none"> • explain nutritive value • discuss effects of heat • illustrate uses in meal planning • classify fish • draw structure of muscle • explain nutritive value • discuss effects of heat • illustrate appropriate storage 	<ul style="list-style-type: none"> • Effects of heat • Uses • Classification • Structure of muscle • Nutritive value • Effects of heat • Storage 	<ul style="list-style-type: none"> • Discussing nutritive value • Experimenting effects of heat • Explaining types of fish • Illustrating muscle structure • Identifying sources of fish • Discussing nutritive value • Experimenting effects of heat • Explaining storage of fish 	

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Milk		<ul style="list-style-type: none"> • classify milk • explain nutritive value • discuss effects of heat 	<ul style="list-style-type: none"> • Types • Sources • Nutritive value • Effects of heat 	<ul style="list-style-type: none"> • Explaining types of milk • Discussing nutritive value • Experimenting effects of heat 	
Milk products		<ul style="list-style-type: none"> • identify types of milk products • explain uses • discuss processing 	<ul style="list-style-type: none"> • Types • Uses • Processing 	<ul style="list-style-type: none"> • Illustrating types • Discussing uses • Explaining processing • Visiting food production area 	
Vegetables and fruits		<ul style="list-style-type: none"> • classify vegetables and fruits • explain nutritive value 	<ul style="list-style-type: none"> • Classification • Nutritive value • Uses in meals 	<ul style="list-style-type: none"> • Explaining classification • Discussing nutritive value 	

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Cereals and products		<ul style="list-style-type: none"> • illustrate uses • explain types of cereals and products • draw structure • discuss nutritive value • identify products • outline uses 	<ul style="list-style-type: none"> • Types • Structure • Nutritive value • Products • Uses 	<ul style="list-style-type: none"> • Demonstrating uses of vegetables and fruits in meals • Discussing types of cereals and products • Illustrating structure • Explaining nutritive value • Downloading/collecting pictures of products 	
Textured vegetable protein (TVP)		<ul style="list-style-type: none"> • explain types of textured vegetable protein • discuss nutritive value 		<ul style="list-style-type: none"> • Discussing types • Explaining nutritive value • Experimenting uses 	

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.3.5 Methods of cooking	<ul style="list-style-type: none"> • Critical thinking • Communication • Team building • Problem solving • Technological • Psychomotor 	<ul style="list-style-type: none"> • illustrate uses • explain the scientific principles underlying different methods of cooking • discuss effects of different methods of cooking on food • demonstrate different methods of cooking 	<ul style="list-style-type: none"> • Types of textured vegetable protein • Nutritive value • Uses in the diet • Scientific principles • Effects of different methods of cooking on food 	<ul style="list-style-type: none"> • Discussing scientific principles underlying different methods of cooking • Analysing the effects of different methods of cooking on food • Practising different methods of cooking 	<ul style="list-style-type: none"> • Realia • Resource person(s) • Print and electronic media

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.3.6 Meal Planning	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Hands on • Communication • Artistic • Self-management • Financial literacy 	<ul style="list-style-type: none"> • relate meal planning to individual food requirements • justify choice of menu in relation to special diets • design a complete menu • develop time plans • identify special occasions and artistic service 	<ul style="list-style-type: none"> • Individual food requirements • Reasons for special diets • Factors to consider when planning special diets • Special occasions <ul style="list-style-type: none"> - suitability - seasons - availability of commodities - costing of menu • Choice of dishes • Order of work-dovetailing - shopping list 	<ul style="list-style-type: none"> • Discussing meal planning on individual food requirements • Analysing choice of menu in relation to special diets • Demonstrating skills on dishes/menu for special occasions • Illustrating artistic services of dishes for special occasions • Drawing time plans 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Charts • Workcards • Journals • Pamphlets • Resource person(s)

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.3.7 Preparation, cooking and presentation of different foods and beverages	<ul style="list-style-type: none"> • Self-management • Critical thinking • Hands on • Communication • Financial literacy • Artistic 	<ul style="list-style-type: none"> • demonstrate skills in food preparation and meal service • perform table flower arrangements • outline table etiquette • list traditional beverages and their nutritional values 	<ul style="list-style-type: none"> • Skillful dishes • Table setting and etiquette • Flower arrangement • Types of meal service • Nutritional value of beverages 	<ul style="list-style-type: none"> • Illustrating skills in food and beverage preparation and meal service • Practising flower arrangement • Discussing table etiquette to include modern and traditional (Unhu/Ubuntu) • Classifying indigenous and non- indigenous beverages 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Workcards • Resource person(s) • Charts
8.3.8 Flour mixtures	<ul style="list-style-type: none"> • Critical thinking • Self-management • Hands on • Problem solving • Communication 	<ul style="list-style-type: none"> • show methods of making flour mixtures • outline various methods and appropriate ingredients proportions 	<ul style="list-style-type: none"> • Advanced flour mixtures: creamed, whisked and melted • Proportions of ingredients for advanced flour mixtures and rich pastries 	<ul style="list-style-type: none"> • Demonstrating skills in the methods of making flour mixtures • Measuring correct proportions for advanced flour mixtures 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Print and electronic media

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> Artistic 	<ul style="list-style-type: none"> identify faults, causes and remedies 		<ul style="list-style-type: none"> Listing faults, causes and remedies Visiting a bakery 	<ul style="list-style-type: none"> Resource person(s)
8.3.9 Food Contamination	<ul style="list-style-type: none"> Communication Problem solving Critical thinking Hands on Self-management 	<ul style="list-style-type: none"> identify causes of food spoilage and their prevention discuss causes of food poisoning and their prevention 	<ul style="list-style-type: none"> Causes of food spoilage and prevention Causes of food poisoning and prevention 	<ul style="list-style-type: none"> Discussing causes of food spoilage and prevention Experimenting on food spoilage Identifying causes of food poisoning and their prevention 	<ul style="list-style-type: none"> Textbooks Realia Internet Print and electronic media
8.3.10 Food Preservation	<ul style="list-style-type: none"> Critical thinking Hands on Problem solving Self-management Communication 	<ul style="list-style-type: none"> identify reasons for preserving food outline principles of preservation evaluate effects of preservation on food 	<ul style="list-style-type: none"> Reasons for preserving food Methods and principles underlying food preservation Effects of preservation on food 	<ul style="list-style-type: none"> Outlining reasons for preserving food Identifying principles of preservation Discussing effects of preservation on food Visiting food preservation companies 	<ul style="list-style-type: none"> Charts Brochures Internet Realia Textbooks

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.3.11 Convenience Foods	<ul style="list-style-type: none"> • Problem solving • Critical thinking • Decision making • Hands on 	<ul style="list-style-type: none"> • describe convenience foods • identify convenience foods used in meal planning • explain how convenience foods are used in meal planning • explain the advantages and disadvantages of convenience foods • plan creative ways of using convenience foods 	<ul style="list-style-type: none"> • Definition • Reasons for popularity • Advantages and disadvantages • Creative use 	<ul style="list-style-type: none"> • Describing convenience foods • Giving sources of various identified convenience foods • Planning meals using convenience foods • Discussing the use of convenience foods • Preparing, cooking and serving convenience foods 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Charts • Workcards • Journals • Newspapers • Brochures • Policy documents

TOPIC	SKILL/S	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> Communication and team building Self-management 	<ul style="list-style-type: none"> compare eating patterns of different cultures within Zimbabwe 		<ul style="list-style-type: none"> Investigating foods eaten in the local area 	<ul style="list-style-type: none"> Print and electronic media Resource person(s)
8.3.4 Nutrition	<ul style="list-style-type: none"> Critical thinking Problem solving Communication Self-management 	<ul style="list-style-type: none"> outline the chemical composition of nutrients classify nutrients identify sources and functions of nutrients in the body discuss the deficiency results of nutrients 	<ul style="list-style-type: none"> Chemical composition of nutrients Classification, sources and functions in the body Deficiency: signs and symptoms Water and dietary fibre 	<ul style="list-style-type: none"> Explaining the chemical composition of food nutrients Grouping nutrients Discussing sources and functions of nutrients in the body Explaining the deficiency results of nutrients 	<ul style="list-style-type: none"> Realia Print and electronic media Resource person(s)

TOPIC	Skills	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		food and food services <ul style="list-style-type: none"> examine consumer rights and responsibilities 			
8.3.13 Gender	<ul style="list-style-type: none"> Critical thinking Problem solving Leadership Communication and team building Technological 	<ul style="list-style-type: none"> explain the effects of gender roles on learner performance distinguish between equity and equality outline the effects of gender inequalities 	<ul style="list-style-type: none"> Gender roles Equity and equality Effects of gender inequalities 	<ul style="list-style-type: none"> Discussing the effects of gender roles on learner performance Explaining the difference between equity and equality Listing the effects of gender inequalities 	<ul style="list-style-type: none"> Resource person(s) Textbooks Realia Internet Magazines Charts Workcards Journals Newspapers Brochures

TOPIC	Skills	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.3.14 Enterprising	<ul style="list-style-type: none"> • Decision making • Self-management • Critical thinking • Leadership • Financial literacy 	<ul style="list-style-type: none"> • explain the characteristic of an enterpriser • outline the principles guiding enterprising • justify the need for market research • identify skills used in project identification • demonstrate how to manage finance in small businesses • illustrate marketing strategies using ICTs 	<ul style="list-style-type: none"> • Characters of an enterpriser • Principles of enterprising • Market research • Business skills in project identification • Financial literacy • Use of ICTs in marketing 	<ul style="list-style-type: none"> • Clarifying the characteristics of an enterpriser • Listing the principles guiding enterprising • Discussing market research • Outlining skills used in project identification • Illustrating how to manage finance in small businesses • Demonstrating ways of marketing 	<ul style="list-style-type: none"> • Policy documents
			<ul style="list-style-type: none"> • Characters of an enterpriser • Principles of enterprising • Market research • Business skills in project identification • Financial literacy • Use of ICTs in marketing 	<ul style="list-style-type: none"> • Clarifying the characteristics of an enterpriser • Listing the principles guiding enterprising • Discussing market research • Outlining skills used in project identification • Illustrating how to manage finance in small businesses • Demonstrating ways of marketing 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Charts • Work cards • Journals • Newspapers • Brochures • Pamphlets • Resource person(s) • materials

<p>8.3.15 Health and Physical Development</p>	<ul style="list-style-type: none"> • Communication • Team building • Decision making • Problem solving • Technological • Critical thinking • Self-management • Financial literacy 	<ul style="list-style-type: none"> • explain the relationship between nutrition and exercise • analyse effects of early parenthood on families, health of adolescent parents and child • describe the socio-economic effects of early parenthood 	<ul style="list-style-type: none"> • Importance of nutrition and exercise during puberty and adolescence • Causes and effects of early parenthood in families • Effects of early parenthood on the health of parents and child (risk of contracting STIs and HIV/AIDS) • Socio-Economic effects of early parenthood on the adolescent parents 	<p>products using ICTs</p> <ul style="list-style-type: none"> • Discussing the relationship between nutrition and exercise • Role playing the effects of early parenthood on families, adolescent parents and child • Carrying out case studies on early parenthood within their communities 	<p>DVDs</p> <ul style="list-style-type: none"> • Textbooks • Internet • Magazines • Chart • Workcards • Journals • Newspapers • Brochures • Pamphlets • Resource person(s)
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8.4 FORM 4

		Learners should be able to:		LEARNING ACTIVITIES AND NOTES	LEARNING RESOURCES
8.4.1 Kitchen	<ul style="list-style-type: none"> • Communication • Organization • Writing • Designing • Problem solving • Team building • Critical thinking • Technological • Self-management 	<ul style="list-style-type: none"> • identify suitable sites and positions of a kitchen • describe different kitchen organisations • list kitchen surfaces • justify the importance of colour schemes, lighting and ventilation • describe commercial kitchens 	<ul style="list-style-type: none"> • Sites and positions of a kitchen • Kitchen organization • Kitchen surfaces • Colour schemes, lighting and ventilation • Commercial kitchens 	<ul style="list-style-type: none"> • Justifying different sites and positions of kitchens • Drawing different kitchen organisations • Identifying kitchen surfaces • Explaining the importance of different colour schemes, lighting and ventilation • Taking field trips to commercial kitchens 	<ul style="list-style-type: none"> • Print and electronic media • Resource person(s)

TOPIC	Skills	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.4.2 Nutrition	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Communication and team building • Self-management 	<ul style="list-style-type: none"> • explain digestion, absorption and metabolism 	<ul style="list-style-type: none"> • Digestion, absorption and metabolism 	<ul style="list-style-type: none"> • Analyzing digestion, absorption and metabolism 	<ul style="list-style-type: none"> • Print and electronic media • Resource person(s) • Realia
8.4.3 Methods of Cooking	<ul style="list-style-type: none"> • Critical thinking • Communication and team building • Problem solving • Technological 	<ul style="list-style-type: none"> • explain the scientific principles underlying different methods of cooking 	<ul style="list-style-type: none"> • Scientific principles underlying different methods of cooking 	<ul style="list-style-type: none"> • Discussing scientific principles underlying different methods of cooking • Researching on the scientific principles underlying different methods of cooking 	<ul style="list-style-type: none"> • Realia • Resource person(s) • Print and electronic media

TOPIC	Skills	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.4.4 Meal Planning and food service	<ul style="list-style-type: none"> • Problem solving • Self-management • Critical thinking • Financial literacy • Creativity and innovation 	<ul style="list-style-type: none"> • choose appropriate dishes according to nutritional requirements • select balanced meals with appropriate accompaniments, garnishing and decorations • draw up a shopping list 	<ul style="list-style-type: none"> • Choice of dishes • Order of work • Shopping list 	<ul style="list-style-type: none"> • Drawing up choice of dishes • Drawing up order of activities, dovetailing wherever possible • Calculating total quantities of ingredients on the shopping list 	<ul style="list-style-type: none"> • Internet • Textbooks • Recipe files • Charts
8.4.5 Preparation, cooking and presentation of different foods and beverages	<ul style="list-style-type: none"> • Problem solving • Critical thinking • Financial literacy • Self-management • Creativity and innovation 	<ul style="list-style-type: none"> • demonstrate skills in meal and beverage preparation, and preserving nutritive value • show various ways of meal service with appropriate table decorations 	<ul style="list-style-type: none"> • Skillful dishes • Meal service • Table setting and etiquette • Appropriate flower arrangements • Advanced beverages, 	<ul style="list-style-type: none"> • Illustrating skills in meal and beverage preparation • Demonstrating ways of meal service with appropriate table decorations • Role playing on table service and etiquette 	<ul style="list-style-type: none"> • Internet • Charts • Work cards • Textbooks

TOPIC	Skills	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> • Technological 	<ul style="list-style-type: none"> • discuss table etiquette 	<p>indigenous and non- indigenous</p>		
8.4.6 Convenience foods	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Financial literacy • Artistic skills • Communication and team building 	<ul style="list-style-type: none"> • develop convenience foods using locally available resources • demonstrate how to create attractive dishes using convenience foods 	<ul style="list-style-type: none"> • Creative use of convenience foods 	<ul style="list-style-type: none"> • Designing convenience foods using locally (indigenous) available ingredients • Illustrating artistic ways of using convenience foods 	<ul style="list-style-type: none"> • Text books • Realia • Internet • Magazines • Journals • Newspapers • Charts • Work cards • Brochures

TOPIC	Skills	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.4.7 Consumer Education	<ul style="list-style-type: none"> • Financial literacy • Critical thinking • Problem solving • Hands on 	<ul style="list-style-type: none"> • demonstrate skills on economic use of food, fuel,labour and time 	<ul style="list-style-type: none"> • Economic use of resources: <ul style="list-style-type: none"> - food - fuel - labour - time 	<ul style="list-style-type: none"> • Illustrating skills on economic use of resources 	<ul style="list-style-type: none"> • Textbooks • Realia • Internet • Magazines • Journals • Newspapers • Charts • Work cards • Brochures • Pamphlets • Resource person(s)
8.4.8 Gender	<ul style="list-style-type: none"> • Communication and team building • Leadership 	<ul style="list-style-type: none"> • outline androgynous roles 	<ul style="list-style-type: none"> • Gender roles: androgynous roles • Equity and equality 	<ul style="list-style-type: none"> • Listing of androgynous roles • Demonstrating equity and equality 	<ul style="list-style-type: none"> • Text books • Realia • Charts

TOPIC	Skills	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> Hands on 	<ul style="list-style-type: none"> explain the importance of androgynous roles 		through androgynous roles	<ul style="list-style-type: none"> Internet Print and electronic media Resource person(s)
8.4.9 Enterprising	<ul style="list-style-type: none"> Problem solving Critical thinking Decision making Communication and team building Hands on Financial literacy 	<ul style="list-style-type: none"> explain the principles of enterprising demonstrate different ways of carrying out market research identify appropriate business projects to meet clientele needs 	<ul style="list-style-type: none"> Principles of enterprising Market research Business skills and project identification Small business projects Use of ICTs in marketing 	<ul style="list-style-type: none"> Discussing the principles of enterprising Brain storming to come up with appropriate business projects Carrying out market research 	<ul style="list-style-type: none"> Textbooks Realia Internet Resource person(s) material Print and electronic media

TOPIC	Skills	OBJECTIVES Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
8.4.10 Health and Physical Development	<ul style="list-style-type: none"> • Hands on • Communication and team building • Self-management • Decision making 	<ul style="list-style-type: none"> • describe the psycho-socio-economic effects of early parenthood 	<ul style="list-style-type: none"> • Psycho-socio-economic effects of early parenthood 	<ul style="list-style-type: none"> • Role playing psycho-socio-economic effects of early parenthood 	<ul style="list-style-type: none"> • Textbooks • Internet • Journals • Magazines • Charts • Work cards • Brochures • Pamphlets • Resource person(s)

9.0 ASSESSMENT OBJECTIVES

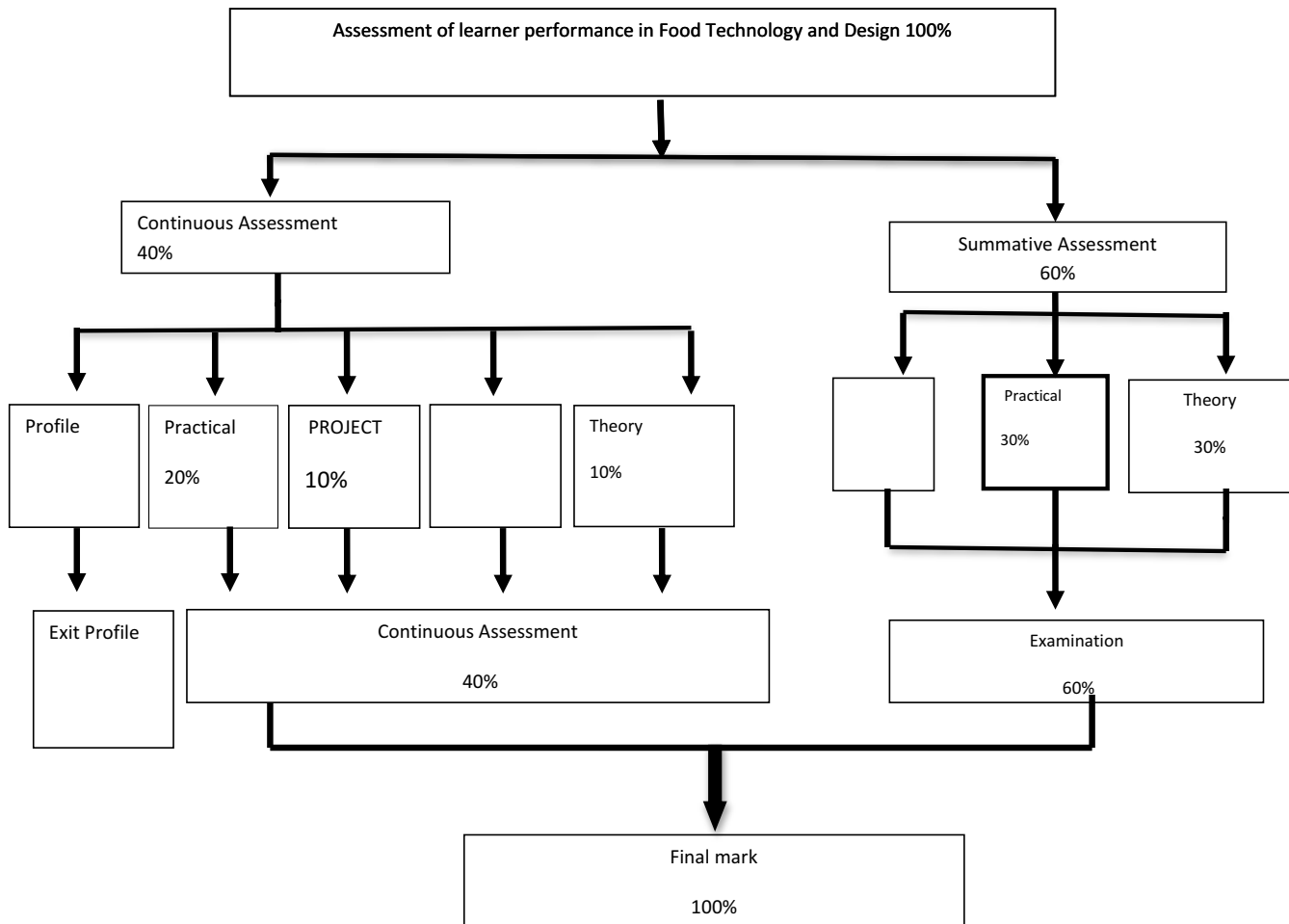
The syllabus will be assessed in three components which are practical, theory and continuous assessment.

9.1 Assessment Objectives

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

- demonstrate knowledge and understanding of commonly used terminology in Food Technology and Design,
- demonstrate knowledge of the nature, composition and use of foods in the diet and in food industry,
- explain the nutritive value of various foods (including indigenous foods) and their functions in the body,
- analyse and evaluate the utilization of various foods in the body,
- identify and explain causes, effects and prevention of nutrition-related problems in Zimbabwe and other communities,
- select and apply scientific principles underlying methods of preparation, cooking, serving, storage and preservation of food,
- analyse the effects of chemicals used in food production, processing, preservation and storage on health,
- demonstrate use and care of various equipment used in the preparation and serving of food (including indigenous equipment),
- plan, prepare, cook and serve balanced meals for all stages of human development, special diets and occasions to promote health
- apply principles of hygiene and safety precautions in the kitchen in handling food and care of the immediate environment,
- prepare, cook and serve nutritious and attractive dishes using indigenous and other locally available foods,
- apply management and organizational skills to food production, storage, preparation as well as the use of resources,
- demonstrate understanding of gender equity and equality in food related issues,
- evaluate application of consumer rights and responsibilities in food related issues,
- design and participate in social action programmes to promote food security and health, and
- identify possible careers and enterprising opportunities for male and female learners in Food Technology and Design.

FOOD TECHNOLOGY AND DESIGN ASSESSMENT MODEL



8.2. SCHEME OF ASSESSMENT

PAPER	TYPE OF PAPER	DURATION	MARKS	WEIGHTING
1	Theory	2hrs	100	30%
2	Practical examination	2hrs30mins (+ 1hr30mins for planning session)	100	30%
3	Continuous assessment	11 terms	100	40%

PAPER DESCRIPTION

Paper 1: Theory

The paper is in two sections A and B. Section A consist of one compulsory question. This section will be awarded 28 marks. Section B consists of six questions. Candidates are required to answer four questions from section B. This section will be awarded 72 marks (18 marks for each question).

Paper 2: Practical Examination

The paper consists of 5 questions and candidates are required to answer 1 question. The candidate is required to make a choice of dishes, plan of work and order of ingredients within one and half hours. This planning session is done a week before the practical examination. The candidate will prepare, cook and serve the chosen dishes in two and a half hours under the supervision of an external examiner.

Paper 3: Continuous assessment

Continuous assessment for Form 1 – 4 will consist of practical tasks, written tests and end of term examinations:

i) Practical Tasks

These are activities that teachers use in their day to day teaching. These may include subject related projects and individual practical assignments.

ii) Written Tests

These are tests set by the teacher to assess the concepts covered during a given period of up to a month. The tests should consist of short questions as well as some structured questions.

Summary of Continuous Assessment Tasks

In Term 1 to 11, candidates are expected to have done at least the following recorded tasks per term:

- ⌚ 2 practical tasks
- ⌚ 2 written tests

LEVEL	ASSESSMENT TASKS	FREQUENCY	WEIGHT %
1	Practical Theory tests Project	1 per term 1 per term 1 per year	4
2	Practical Theory tests Project	1 per term 1 per term 1 per year	4
3	Practical Theory tests Project	1 per term 1 per term 1 per year	6
4	Practical Project	1 per term 1 per year	6

Note: The syllabus scheme of assessment is grounded in the principle of inclusivity. Arrangements, accommodation and modifications must be visible in both continuous and summative assessments to enable candidates with special needs to access assessments and receive accurate performance measurement of their ability.

8.3 SPECIFICATION GRID

Specification Grid for Continuous Assessment

Component Skills	Practical Tasks	Written Tests
Skill 1 Knowledge Comprehensive	30%	30%
Skill 2 Application Analysis	50%	50%
Skill 3 Synthesis Evaluation	20%	20%
Total	100%	100%
Weighting	12%	8%

Specification Grid for Summative Assessment

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

APPENDIX 1

Equipment Required for a Minimum of 20 Students

6	Large bain marie	30	Table spoons
12	Small bain marie	30	Dessert spoons
1	Serving stainless steel table	40	Teaspoons
2	Large Warmer	20	Wooden spoons
7	Food Processors	30	Forks
1	3 Plate industrial cooker	20	Egg beaters
1	12 cc Freezer	12	Hand whisks
6	4 Solid Plate Electric Cookers	12	Scone cutters – set of 6
20	Palette knives	12	Rolling pins

12	Flour sieves	12	Baking sheets
12	Small enamel bowlst	12	Pie dishes
12	Medium enamel bowls	10	Bread knives
12	Large enamel bowls	12	Swabs
1	Refrigerator 9 cu ft	12	Glass measuring jugs
12	Large saucepans	12	Scrubbing brushes
12	Large graters	12	Plastic salt and pepper cellars
12	Cooling racks	10	Bread boards
40	Aluminum plates	12	Lemon squeezers
12	Small aluminum saucepans	10	Kitchen can openers
12	Aluminum medium saucepans	20	Bowl scrappers
12	Measuring scales: 2 and 5kg	2	Large plastic bins
30	T ea towels	2	Cake slicers
1	Mutton cloth 5m roll	20	Cookie cutters set of 3
1	Butter muslin 15m roll	2	Galvanized dustpans
1	Sheeting 10m length	6	Canister set of 6
6	Hand towels	3	Skewers (3 sets)
12	Washbowls	20	Plastic baskets
12	Pastry boards	1	Cutlery box
12	Patty tins	2	Dutch ovens
12	Swiss roll tins	20	Dredgers
12	Roasting tins large	6	Doughnut fries
12	Loaf tins	6	Harps
12	Galvanized buckets	20	Pudding moulds
12	Tables withFormica top	4	Wood and coal stoves
		9	Kitchen pedal bins
		6	4 plate Gas stoves