SYLLABUSES
FOR
SECONDARY SCHOOLS

SYLLABUS
FOR
HOME ECONOMICS
(SECONDARY 1–5)

PREPARED BY
THE CURRICULUM DEVELOPMENT COUNCIL
RECOMMENDED FOR USE IN SCHOOLS BY
THE EDUCATION DEPARTMENT
HONG KONG
1994
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# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preamble</td>
<td>5</td>
</tr>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Aims of Home Economics Education</td>
<td>7</td>
</tr>
<tr>
<td>Syllabus for Home Economics: Secondary 1 to 3</td>
<td>8</td>
</tr>
<tr>
<td>Syllabus for Home Economics: Secondary 4 to 5</td>
<td>21</td>
</tr>
<tr>
<td>(i) Food, Home and Family</td>
<td>21</td>
</tr>
<tr>
<td>(ii) Dress and Design</td>
<td>28</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>33</td>
</tr>
<tr>
<td>Teaching Strategy</td>
<td>34</td>
</tr>
<tr>
<td>Sample Teaching Schemes</td>
<td>39</td>
</tr>
<tr>
<td>Assessment</td>
<td>56</td>
</tr>
<tr>
<td>General Reference</td>
<td>59</td>
</tr>
</tbody>
</table>
PREAMBLE

This syllabus is one of a series prepared for use in secondary schools by the Curriculum Development Council, Hong Kong. The Curriculum Development Council, together with its co-ordinating committees and subject committees, is widely representative of the local educational community, membership including heads of schools and practising teachers from government and non-government schools, lecturers from tertiary institutions and colleges of education, officers of the Hong Kong Examinations Authority, as well as those of the Curriculum Development Institute, the Advisory Inspectorate and other divisions of the Education Department. The membership of the Council also includes parents and employers.

All syllabuses prepared by the Curriculum Development Council for Secondary 1-5 and Secondary 4-5 will lead to appropriate examinations at the Certificate of Education level provided by the Hong Kong Examinations Authority.

This syllabus is recommended for use in Secondary 1 to 5 by the Education Department. Once the syllabus has been implemented, progress will be monitored by the Advisory Inspectorate and the Curriculum Development Institute of the Education Department. This will enable the Home Economics Subject Committee (Secondary) of the Curriculum Development Council to review the syllabus from time to time in the light of classroom experiences.

All comments and suggestions on the syllabus may be sent to:

Principal Curriculum Planning Officer
(Secondary & Prevocational)
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213 Queen's Road East,
Wanchai,
Hong Kong.
INTRODUCTION

Home Economics should be an essential part of general education because it provides a vital contribution to the school common core curriculum with its concern for the personal development of an individual, in the family and within the community. It is an integrated field of study and it correlates with other subjects such as science, social studies and art. Home Economics should be a lively subject to teach with interesting coverage of current issues relating to our cultural, social and economic changes. Throughout the course, pupils should be given opportunities to enquire, to analyse, to explore, to experiment, to create and to use their initiatives.

It is intended that junior secondary pupils should follow a broad and general training in all aspects of the subject. At this level, equal emphasis should be placed on theory and practical. The three-year course, although complete in itself, also provides a base for further study at senior secondary level.

By senior secondary level, pupils will normally have already acquired the basic knowledge, concepts and manipulative skills of the subject in Secondary 1 to Secondary 3 common core curriculum. They may select the Food, Home and Family and the Dress and Design syllabuses leading to Hong Kong Certificate of Education.
AIMS OF HOME ECONOMICS EDUCATION

1. To develop a caring attitude to others by understanding their changing needs throughout their lives.

2. To develop personal and communal values in determining priorities for choices.

3. To foster an aesthetic sense and to stimulate ideas of creativity.

4. To establish a positive attitude towards consumers' rights and responsibilities and protection for consumers.

5. To acquire the knowledge and to develop the skills required for organization and management of resources.

6. To have an appreciation of social, cultural, economic and technological influences on family and community living.
SYLLABUS FOR HOME ECONOMICS

Secondary 1
Home Management

Topics

1. Food, Nutrition and Diet
   1. Functions of food
   2. Relationship of food and nutrients
   3. Basic food groups

   Explanatory Notes
   Body-building foods, energy-giving foods and protective foods.
   Functions and sources.

4. Water
   Functions and sources.

5. Dietary fibre
   Functions and sources.

6. Balanced diet
   The importance of balanced diet.

7. Food commodities
   Nutritive value, types and storage of the following:
   (a) Milk
   (b) Eggs
   (c) Meat
   (d) Fish
   (e) Soya bean products
   (f) Vegetables
   (g) Fruits
   (h) Cereals

   Use these food commodities to prepare simple dishes and meals.

8. Food preparation and cooking techniques
   Choice, use and care of basic kitchen equipment.
   Wise use of time and labour saving kitchen gadgets.
   Basic techniques: slicing, shredding, dicing, chopping, mincing, blending and dough making.
   Cooking methods:
   Moist method: boiling and steaming.
   Dry method: grilling, stir frying and shallow frying.
Topics

9. Simple meal planning

Beverages, sweet and savoury snacks, desserts.
Chinese and Western styles: breakfast, one-course meal and simple lunch.
Simple garnishes and decoration.
Correct serving of all dishes and meals.
Good table manners and good eating habits.

ii. Home and Family

1. Healthy environment

Importance of cleanliness, good ventilation and lighting.
Daily cleaning of bedroom and bathroom.
Choice, use and care of basic cleaning equipment.
Choice and use of common cleaning agents.

2. Safety in the home

Common causes of accidents.
Prevention of accidents.

3. Laundrywork

Care and cleaning of personal clothing.
Pressing and ironing of clothes.
Basic knowledge of care labels.
Choice and use of washing products, e.g. washing powder, biological washing powder, liquid detergent, bleach, fabric conditioner, starch, etc.

4. Personal budgeting

Spending one's pocket money.
Ways of saving money: savings account.

5. Consumer guidance

Consumers' rights and responsibilities.
Weights and measures.
Wise shopping for oneself.

6. Good grooming

Personal hygiene.
Care of personal belongings.
Courtesy and manners.
Topics

7. Health and fitness
   Explanatory Notes
   Physical changes in the body during adolescence.
   Importance of physical fitness.

8. Family and community living
   Types of family: nuclear family, extended family and single parent family.
   Your roles and duties in the family and school.

Needlework, Dress and Design

I. Design and Development of Dress
   Sense
   1. Colour
      Primary colour and secondary colour.
      Colour value.
   2. Figure drawing
      Appreciation of figure form.
   3. Fabric
      Simple fabric design, e.g. plain, prints, stripes, etc.
   4. Design concept
      Appreciation of forms and shapes.
      Use of forms and shapes on figure.
   5. Dress sense and wardrobe planning
      Choice of one’s clothing for different activities.

II. Equipment
   1. Sewing equipment
      Small equipment: cutting out scissors, pinking shears, tape measure, thimble, pins, needles (betweens, sharps), thread, seam ripper, tracing paper, tracing wheel and pin cushion.
      Choice, use and care of small equipment.
      Sewing machine:
      Types: treadle and electric.
      Uses: threading and straight stitching.
      Use and care of sewing machines.
   2. Pressing equipment
      Sprinkler, dry iron and ironing board.

III. Pattern Construction
   1. Body measurements
      Accurate measurements of waist, hips, waist to hip and skirt length (waist to knee).
<table>
<thead>
<tr>
<th>Topics</th>
<th>Explanatory Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Basic block patterns</td>
<td>Drafting of the skirt block.</td>
</tr>
<tr>
<td>3. Pattern specifications</td>
<td>Fitting line, cutting line, balance mark, straight grain, place on fold, centre front (C.F.) and centre back (C.B.) lines, name of pattern pieces, number of pieces to be cut and other relevant specifications, e.g. fastening and fullness arrangement.</td>
</tr>
<tr>
<td>4. Pattern styling</td>
<td>Skirt, e.g. circular, wrap, straight, gather, etc.</td>
</tr>
<tr>
<td>IV. Garment Construction</td>
<td></td>
</tr>
<tr>
<td>1. General Preparation</td>
<td>Preparation of fabric, e.g. pressing, preshrinking.</td>
</tr>
<tr>
<td></td>
<td>Correct ways of laying out, cutting out and marking.</td>
</tr>
<tr>
<td>2. Stitches</td>
<td>Tacking, running, back, over sewing, hemming, blanket and chain.</td>
</tr>
<tr>
<td></td>
<td>Straight machine-stitch.</td>
</tr>
<tr>
<td>3. Seam and seam neatening</td>
<td>Plain seam.</td>
</tr>
<tr>
<td>4. Disposal of fullness</td>
<td>Darts, casing and gathers.</td>
</tr>
<tr>
<td>6. Fastenings</td>
<td>Button, tapes, hook and bar, hook and eye.</td>
</tr>
<tr>
<td>8. Waist finishes</td>
<td>Casing for elastic or drawstring and waistband.</td>
</tr>
<tr>
<td>10. Trimming and decoration</td>
<td>Lace.</td>
</tr>
<tr>
<td></td>
<td>Decorative extras, e.g. appliqué, hand embroidery, etc.</td>
</tr>
<tr>
<td>V. Textile</td>
<td></td>
</tr>
<tr>
<td>1. Fibres</td>
<td>Classification of fibres:</td>
</tr>
<tr>
<td></td>
<td>(a) natural—vegetable and animal;</td>
</tr>
<tr>
<td></td>
<td>(b) man-made—regenerated and synthetic.</td>
</tr>
<tr>
<td></td>
<td>A simple study of vegetable fibres: cotton and linen.</td>
</tr>
<tr>
<td>2. Fabric</td>
<td>Choice and care of cotton and linen fabrics.</td>
</tr>
</tbody>
</table>
Secondary 2

Home Management

Topics

I. Food, Nutrition and Diet

1. A study of nutrients

(i) Protein  
Classification: animal protein and plant protein.
Sources and functions.

(ii) Carbohydrates  
Classification: sugars, starch and cellulose.
Sources and functions.

(iii) Fats  
Classification: animal fats and vegetable fats.
Sources and functions.

2. Balanced diet  
Balance intake of nutrients.

3. Food commodities  
Nutritive value, types, choice, cost and storage of the following:
(a) Milk products
(b) Eggs
(c) Meat and poultry
(d) Fish
(e) Soya bean products
(f) Vegetables including pulses and nuts
(g) Fruits
(h) Cereals
(i) Fats and oils
(j) Convenience foods

Use these food commodities to prepare simple meals.

4. Food preparation and cooking techniques  
Choice, use and care of kitchen appliances: gas cooker, refrigerator and rice cooker.

Wise use of time and labour saving devices, e.g. mixer, liquidizer, microwave oven, rice cooker, etc.

Heat transference: conduction, convection and radiation.
Topics

Explanatory Notes

5. Food preservation


Cooking methods:
Moist method: braising and stewing.
Dry method: baking, roasting and deep frying.

Réchauffé cookery.

Use of raising agents:
mechanical and chemical.

5. Food preservation

Causes, effects and prevention of food spoilage.

Food additives: preservatives, colourings and flavourings.

6. Meal planning

Chinese and Western styles: two-course meal.

Meals for special occasions, e.g. vegetarian, packed meals, etc.

Use of convenience foods and left-over foods.

Table setting and use of accompaniments.

II. Home and Family

1. Decorating and furnishing the home

Basic furniture in the home.

Choice and care of floor and wall coverings.

Colour scheme in the home.

2. Healthy environment

Daily and special cleaning of bedroom, living room, kitchen and bathroom.

Choice, care and use of basic home appliances.

Disposal of refuse.

Control of household pests.

3. Safety in the home

Simple first aid.

Fire precautions.

Prevention of accidents, e.g. suffocation, drowning, electric shocks, poisoning, etc.
<table>
<thead>
<tr>
<th>Topics</th>
<th>Explanatory Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Laundrywork</td>
<td>Family wash.</td>
</tr>
<tr>
<td></td>
<td>Storing of clothes and household linens.</td>
</tr>
<tr>
<td></td>
<td>Care and use of laundry equipment, e.g. washing machine, dryer, iron, etc.</td>
</tr>
<tr>
<td>5. Managing money</td>
<td>Value for money.</td>
</tr>
<tr>
<td></td>
<td>Keeping accounts.</td>
</tr>
<tr>
<td></td>
<td>Ways of saving money; fixed deposit.</td>
</tr>
<tr>
<td>6. Consumer guidance</td>
<td>Labels and descriptions for</td>
</tr>
<tr>
<td></td>
<td>(a) food,</td>
</tr>
<tr>
<td></td>
<td>(b) household products,</td>
</tr>
<tr>
<td></td>
<td>(c) clothings.</td>
</tr>
<tr>
<td></td>
<td>Comparing prices and products.</td>
</tr>
<tr>
<td></td>
<td>Shopping sense: personal needs.</td>
</tr>
<tr>
<td>7. Good grooming</td>
<td>Developing a pleasant personality.</td>
</tr>
<tr>
<td></td>
<td>Preparing for social occasions, e.g. parties, interviews, etc.</td>
</tr>
<tr>
<td>8. Health and fitness</td>
<td>Understanding the growth spurt.</td>
</tr>
<tr>
<td></td>
<td>Brief study on the patterns of physical development.</td>
</tr>
<tr>
<td>9. Family and community living</td>
<td>Roles of family members.</td>
</tr>
<tr>
<td></td>
<td>Understanding and consideration of others.</td>
</tr>
<tr>
<td></td>
<td>Proper social habits and manners.</td>
</tr>
<tr>
<td></td>
<td>Entertaining and being entertained.</td>
</tr>
</tbody>
</table>

**Needlework, Dress and Design**

1. Design and Development of Dress Sense

   Effects of warm and cool colours.

2. Figure drawing                            Figure proportion with detail features in standing poses.

3. Fabric                                    Fabric design, e.g. plaids, one-way, border design, etc.

4. Design concept                            Elementary knowledge of basic design elements: silhouette, structural lines.
Topics

5. Dress sense and wardrobe planning

Explanatory Notes

Use of colours and styles in relation to one’s personality and different occasions.

Types and choice of accessories.

Review one’s clothing and plan according to one’s needs.

II. Equipment

1. Sewing equipment

Small equipment: trimming scissors, embroidery scissors, needles (tapestry, Crewels), tailors’ chalk, tailors’ pencil, metrestick and ruler.

Choice, use and care of small equipment.

Sewing machine:
Type: automatic
Use: zigzag stitching

Basic attachments, e.g. zipper foot, seam guide, etc.

Choice, use and care of sewing machines.

2. Pressing equipment

Choice, use and care of pressing equipment.

Dry iron, steam iron and pressing cloth.

III. Pattern Construction

1. Body measurements

Accurate measurements of bust, nape to waist, chest width, back width, bust point to bust point, neck point to bust point and shoulder to shoulder.

2. Basic block patterns

Draft of the bodice block.

3. Pattern styling

Garments, e.g. simple top, vest, night dress, etc.

IV. Garment Construction

1. General Preparation

Preparation of fabric, e.g. straightening ends, graining.

Correct ways of laying out, cutting out and marking.

2. Stitches

Slip-hemming and herringbone.

Zigzag machine-stitch.
<table>
<thead>
<tr>
<th>Topics</th>
<th>Explanatory Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Seam and seam neatening</td>
<td>French seam.</td>
</tr>
<tr>
<td>4. Disposal of fullness</td>
<td>Knife pleats, box pleats and inverted pleats.</td>
</tr>
<tr>
<td>5. Treatment of raw edges</td>
<td>Facing: straight and shaped.</td>
</tr>
<tr>
<td></td>
<td>Binding on straight and curved edges.</td>
</tr>
<tr>
<td>6. Fastening</td>
<td>Press fasteners, hook and loop fasteners (Velcro).</td>
</tr>
<tr>
<td>7. Openings</td>
<td>Overlapping hem (overlapping placket), faced slit openings.</td>
</tr>
<tr>
<td>9. Trimmings and decorations</td>
<td>Braids, ric-rac.</td>
</tr>
<tr>
<td></td>
<td>Decorative extras, e.g. patchwork, crochet, etc.</td>
</tr>
</tbody>
</table>

V. Textile

1. Fibres
   A simple study of animal fibres: wool and silk.

2. Fabric
   Basic fabric construction: weaving and knitting.
   Choice and care of woolen and silk fabrics.
Secondary 3
Home Management

Topics

I. Food, Nutrition and Diet
   1. A study of nutrients
      (i) Vitamins
      (ii) Minerals
   2. Balanced diet
   3. Nutritional disorder
   4. Food commodities
   5. Food preparation and cooking techniques
   6. Food preservation
   7. Meal planning

Explanatory Notes

Sources and functions of Vitamins A, B complex, C and D.
Sources and functions of iron, calcium, iodine and sodium.
Dietary goals.
Starvation, malnutrition, obesity, dental caries and diabetes, etc.
Retention of food value for different food commodities.
Choice of food commodities in planning a balanced diet.
Techniques: coatings of food, batter making, melting method, pastry making and dough making.
Choice of appropriate cooking methods for different foods.
Use of raising agent: biological.
Methods: refrigeration, freezing, canning and dehydration.
Chinese and Western styles: three-course meal.
Meals for children, adolescents and elderly.
Meals for celebration, e.g. party, festive, etc.
Meal presentation.

II. Home and Family
   1. Accommodation

Types of accommodation in Hong Kong.
<table>
<thead>
<tr>
<th>Topics</th>
<th>Explanatory Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Decorating and furnishing the home</td>
<td>Choice and arrangement of furniture in the home.</td>
</tr>
<tr>
<td></td>
<td>Choice and care of soft furnishings, e.g. curtains, blinds, cushion covers, etc.</td>
</tr>
<tr>
<td></td>
<td>Decorations for the home, e.g. flower arrangement, ornaments, etc.</td>
</tr>
<tr>
<td>3. Healthy environment</td>
<td>Types of ventilation and lighting.</td>
</tr>
<tr>
<td></td>
<td>Care and cleaning of various types of surfaces, e.g. glass, wood, ceramic, plastic, etc.</td>
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<tr>
<td></td>
<td>Awareness of environmental pollution.</td>
</tr>
<tr>
<td>4. Safety in the home</td>
<td>Kitchen safety.</td>
</tr>
<tr>
<td></td>
<td>Understanding of safety designs in furniture and equipment.</td>
</tr>
<tr>
<td>5. Laundrywork</td>
<td>Basic knowledge of fabrics.</td>
</tr>
<tr>
<td></td>
<td>Care labels.</td>
</tr>
<tr>
<td></td>
<td>Simple stain removal.</td>
</tr>
<tr>
<td></td>
<td>Commercial laundry and launderettes.</td>
</tr>
<tr>
<td></td>
<td>Keeping accounts for the family.</td>
</tr>
<tr>
<td></td>
<td>Ways of payment: cash, cheque, credit card and hire purchase.</td>
</tr>
<tr>
<td>7. Consumer studies</td>
<td>Consumer Council: function and activities.</td>
</tr>
<tr>
<td></td>
<td>Protection for consumer safety.</td>
</tr>
<tr>
<td></td>
<td>Shopping sense: types of shops and modes of shopping.</td>
</tr>
<tr>
<td></td>
<td>Influences on shopping: peer group and advertisement.</td>
</tr>
<tr>
<td>8. Health responsibility</td>
<td>Health hazards: smoking, drugs and alcohol.</td>
</tr>
<tr>
<td></td>
<td>Healthy attitude towards sex.</td>
</tr>
</tbody>
</table>
Topics

9. Family and community living

Explanatory Notes

Promotion of harmony within the family and the community.

Wise use of leisure, e.g. hobbies, club activities, voluntary work, etc.

Awareness of the social welfare services available to meet the family needs, e.g. Youth Centre, The Family Planning Association of Hong Kong, Home for the Aged, Day Care Centre, etc.

Needlework, Dress and Design

I. Design and Development of Dress Sense

1. Colour
   - Effects of colour on individual figures.

2. Figure drawing
   - Simple design sketch.

3. Fabric
   - Textured fabric, e.g. pile fabric, etc.

4. Design concept
   - Basic design elements: style features, texture and colour.
   - The importance of balance and harmony in a design.

5. Design presentation
   - Front and back views of the garment with style features and colour.

6. Dress sense and wardrobe planning
   - Different figure types.
   - Effects of fabric texture, colour and style lines in relation to individual figure.
   - The choice of accessories to complement one's outfit.
   - Plan a clothing budget.

II. Equipment

1. Sewing equipment
   - Small equipment: measuring gauge, bodkin and loop turner.
   - Use and care of small equipment.
   - Use of sewing machine: simple machine embroidery.
   - Attachments, e.g. buttonhole foot, gathering foot, hemmer foot, etc.
   - Common faults and remedies in machining.

2. Pressing equipment
   - Sleeve board.
Topics

III. Pattern Construction

1. Body measurements
   Accurate measurements of upper arm girth, armhole, wrist girth, sleeve length, crotch depth and side length of shorts.

2. Basic block patterns
   Drafting of the bodice, sleeve and shorts blocks.

3. Pattern styling
   Garments, e.g. shorts, blouse, simple dress, etc.

IV. Garment Construction

1. General Preparation
   Correct ways of laying out, cutting out and marking.

2. Stitches
   Tailor's tack and buttonhole stitch.
   Simple machine embroidery stitches.

3. Seam and seam neatening
   Overlaid seam.

4. Neckline finishes
   Flat collar and shaped facing.

5. Disposal of fullness
   Tucks: wide.

6. Fastening
   Rouleau loop.

7. Openings
   Concealed zip and fly-front opening.

8. Waist finishes
   Waistband and facing.

9. Sleeves
   Shirt sleeves.

10. Pocket
    Pocket in a seam.

11. Decorations
    Decorative extras, e.g. quilting, etc.

V. Textile

1. Fibres
   A simple study of man-made fibres:
   Regenerated: viscose rayon
   Synthetic: polyester.

2. Fabric
   Basic fabric construction: bonding and felting.
   Choice and care of man-made fabrics.

Explanatory Notes

Accurate measurements of upper arm girth, armhole, wrist girth, sleeve length, crotch depth and side length of shorts.

Drafting of the bodice, sleeve and shorts blocks.

Garments, e.g. shorts, blouse, simple dress, etc.

Correct ways of laying out, cutting out and marking.

Tailor's tack and buttonhole stitch.

Simple machine embroidery stitches.

Overlaid seam.

Flat collar and shaped facing.

Tucks: wide.

Rouleau loop.

Concealed zip and fly-front opening.

Waistband and facing.

Shirt sleeves.

Pocket in a seam.

Decorative extras, e.g. quilting, etc.

A simple study of man-made fibres:
   Regenerated: viscose rayon
   Synthetic: polyester.

Basic fabric construction: bonding and felting.

Choice and care of man-made fabrics.
Secondary 4 and 5
Food, Home and Family

PART A

Topics

I. NUTRITION

1. Nutrition and diet

   Relationship of food and nutrients.
   Importance of nutrients.
   Balanced diet.
   Nutritional terms: malnutrition, under-nutrition and starvation.
   Common nutritional disorders: obesity, anorexia nervosa, tooth decay and gum disease, heart problems and diabetes.
   Current trends in dietary goals.

2. Food components

   Protein
   Composition: amino acids.
   Digestion and absorption.
   Functions.
   Sources: high and low biological value.
   Requirements.
   Results of deficiency.
   Effects of heat on protein.

   Carbohydrates
   Composition.
   Classification and sources: sugar, starch and dietary fibre (cellulose).
   Digestion and absorption.
   Functions.
   Results of deficiency and excessive intake.
   Effects of heat on carbohydrates.

   Fats
   Composition: fatty acids and glycerol.
   Digestion and absorption.
<table>
<thead>
<tr>
<th>Topics</th>
<th>Explanatory Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minerals</td>
<td>Calcium, phosphorus, iron, iodine, sodium, potassium and fluoride. Functions and sources. Results of deficiency.</td>
</tr>
<tr>
<td>Water</td>
<td>Functions, sources and requirements.</td>
</tr>
<tr>
<td>4. Diet and meal planning</td>
<td>Interdependence of nutrients. Planning, preparation and serving meals for different age groups, sex, occupations and specific needs.</td>
</tr>
<tr>
<td>Individual requirements</td>
<td>Pregnant mother, baby and toddler, adolescent, adult (sedentary and manual workers), vegetarian, slimmer, invalid, convalescent and the aged.</td>
</tr>
<tr>
<td>Meals for special occasions</td>
<td>Parties, buffets, packed meals and festive cookery.</td>
</tr>
</tbody>
</table>

II. FOOD

1. Food commodities | Nutritive value, types, choice, cost and storage of the following commodities: Milk and milk products
### Topics

#### Explanatory Notes

- Eggs
- Meat and poultry
- Fish
- Soya bean products
- Vegetables including pulses and nuts
- Fruits
- Cereals and non-cereal starches
- Fats and oils
- Convenience foods, e.g. canned, frozen, dehydrated, etc.

Use of food commodities to prepare a variety of dishes and meals.

Principles underlying the loss of nutrients during storage, preparation and cooking.

#### 2. Kitchen planning and equipping

- Kitchen planning and layouts.
- Choice, use and care of equipment: wood, ceramic, glass, metal and plastic.
- Wise use of time and labour saving devices, e.g. liquidizer, mincer, mixer, food processor, pressure cooker, microwave oven, etc.

#### 3. Food preparation and cooking techniques

- Principles underlying heat transference in cooking.
- Methods of cooking:
  - Moist method: boiling, braising, steaming and stewing.
  - Dry method: grilling, baking, roasting and frying.
- Skills involved in making sauce, batter, cake, pastry, dough, soup, salad, dessert and beverage.
- Dishes using different food commodities.
- Réchauffé cookery.
- Use of raising agents: mechanical, chemical and biological.
Topics

4. Food preservation

Explanatory Notes

Principles underlying the causes of food spoilage.

Effects and prevention of food spoilage.

Methods of preservation: refrigeration, freezing, dehydration, canning and pickling.

Food additives, e.g. preservatives, colourings, flavourings, etc.

III. CONSUMER STUDIES AND MONEY MANAGEMENT

1. The consumers

Aims of consumer education.

Rights and responsibilities: basic needs, education, accurate information, safety, choice, representation, complaints and claims, healthy environment.

2. Consumer protection

Laws governing trade descriptions, weights and measures and consumer safety.

3. Managing money

Income: sources and ways of managing.

Budgeting: regular and occasional expenditures, planning family budget.

Transfer of money: cash, cheques, cash cards, credit cards, credit accounts, direct debit, hire purchase, mortgages and loans.

Savings: saving account, fixed deposit and life assurance.

4. Shopping sense

Types of shops: department stores, supermarkets, market, chain (multiple) stores and specialized stores.

Modes of shopping: in person, telephone order and mail order.

Wise shopping.
PART B

Topics

1. Accommodation
   Types and choices of accommodation: private and public.
   Renting and owning: advantages and disadvantages, comparing the costs.
   Methods of payment: mortgages and loans.

2. Water, gas and electricity
   Economic use of water.
   General care, maintenance and safe use of gas appliances and electrical appliances.

3. Ventilation
   Natural methods.
   Artificial/mechanical methods: fans, exhaust fans, cooker hoods and air conditioners.

4. Heating
   Principles of heat transference.
   Types, choice and safe use of heaters.

5. Lighting
   Direct, indirect and general lightings.
   Effects and economic use of different lightings.

6. Decorating and furnishing
   Colour, design and layout in relation to size and space of the various rooms in the home.
   Selection and care of floors and wall coverings.
   Choice of basic furniture and furnishings.
   Effective use of space in the home.

7. Safety
   Awareness and prevention of accidents in the home.
   Simple first aid.

8. Environmental hygiene
   Care and cleaning of different surfaces in the home: wood, plastic, ceramic, glass and metal.
   Organisation of household cleaning: living room, bedroom, bathroom and kitchen.
   Control of household pests.
   Refuse disposal.
9. Laundrywork

Choice and efficient use of:
(i) laundry equipment: washing machine, dryer and electric iron;
(ii) laundry products, e.g. detergent, biological washing agent, bleach, pre-wash detergent, fabric softener, starch, etc.

Basic knowledge of fabrics.

Care and laundering of clothing and household textiles: care labelling, stain removal (protein stains, mineral stains and vegetable stains).

II. CHILD DEVELOPMENT (0-5 YEARS)

1. Planning for parenthood

Preparing for parenthood: maturity, health and finance.

Family planning: decisions on the need for family planning and methods of contraception.

Responsibilities and roles of parents.

2. Pregnancy

Signs and symptoms.

Pregnancy tests.

Fertilization and conception.

Stages of foetal development.

3. Antenatal care

Care of the expectant mother: nutritional, physical, emotional and medical.

Common physical problems of pregnancy, e.g. constipation, swelling of hands and feet, etc.

Health hazards: smoking, drugs, alcohol, German measles and sexually transmitted disease.

Preparation for the hospital.

4. Birth and postnatal care

Stages of labour.

Special treatments during birth: induction, forceps delivery, ventouse extraction, episiotomy and Caesarean section.

Care of the mother after birth: nutritional, physical, emotional and medical.
<table>
<thead>
<tr>
<th>Topics</th>
<th>Explanatory Notes</th>
</tr>
</thead>
</table>
| 5. Looking after the newborn baby | Basic needs of the newborn baby:  
(i) food: breast feeding, bottle feeding, weaning and introduction of solid foods;  
(ii) hygiene: bathing and nappy care;  
(iii) clothing and equipment: choice and care;  
(iv) healthy environment and safety;  
(v) love and security.  
Establishing a daily routine for the newborn baby.  
Health services available in Hong Kong, e.g. Maternal and Child Health Centres, etc. |
| 6. Physical Development | Physical growth from 0 to 5 years: height, weight, teeth and bones.  
Sensory development: vision, hearing, touch, taste and smell.  
Development of motor skills, e.g. sitting, standing, crawling, walking, etc.  
Development of bladder and bowel control.  
Importance of exercise, healthy diet and healthy environment. |
| 7. Social and emotional development | Socialization and stages of social development.  
Conditions for social development: parents, family members, peers, environment, play and games.  
Social training: behaviour and discipline.  
Emotions and emotional development.  
Factors influencing emotional development and causes of emotional disturbances. |
| 8. Intellectual development | Stages and patterns of learning.  
Influences in learning: parents, family members, peers, toys and play.  
Patterns of languages and communication development.  
Factors stimulating the development of imagination and creativity, e.g. toys, games, books, stories, activities, etc. |
Secondary 4 and 5

*Dress and Design*

**PART A**

**Topics**

**Explanatory Notes**

<table>
<thead>
<tr>
<th>I. DESIGN AND PATTERN CONSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Figure drawing</th>
<th>Female figure proportion and different standing poses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silhouette</td>
<td>Shapes, style lines and details for individual figures to create a balanced and proportional look.</td>
</tr>
<tr>
<td>Colour</td>
<td>Basic concept on colour scheme. Colour combinations, e.g. complementary colour, contrasting colour, etc.</td>
</tr>
<tr>
<td></td>
<td>Effects of colour on individual figures.</td>
</tr>
<tr>
<td></td>
<td>Touches of different colours to create a style and to show individual personalities.</td>
</tr>
<tr>
<td>Fabric</td>
<td>Properties of natural and man-made fibres.</td>
</tr>
<tr>
<td></td>
<td>Properties of different types of fabrics.</td>
</tr>
<tr>
<td></td>
<td>Effects of fabric pattern and texture on individual figures.</td>
</tr>
<tr>
<td></td>
<td>Suitability of fabric for different types of garments, styles, occasions and climatic conditions.</td>
</tr>
<tr>
<td>Fashion trend</td>
<td>Awareness of current fashion.</td>
</tr>
<tr>
<td></td>
<td>Social, economic and technical influences on fashion.</td>
</tr>
<tr>
<td>Design presentation</td>
<td>Front and back views of the garment with style feature indications.</td>
</tr>
<tr>
<td>Accessories</td>
<td>Purposes, types and choice.</td>
</tr>
</tbody>
</table>

| 2. Pattern Construction |

| Body measurements | Accuracy in taking measurements. |
| Basic block patterns | Drafting of bodice, sleeve, skirt, shorts and trouser blocks. |
Topics

Pattern specifications
- Fitting line, cutting line, balance mark, straight grain, place on fold, centre front (C.F.) and centre back (C.B.) lines, name of pattern pieces and number of pieces to be cut.
- Other relevant specifications, e.g. position for fastenings and fullness arrangement, etc.

Pattern styling
- Techniques of developing patterns from basic blocks.

Fullness
- Darts and dart manipulation.
- Pleats, tucks, gathers, shirring, easing and casing.

Necklines

Collars
- Flat, straight and stand.

Sleeves
- Fitted, puff and shirt.

Skirts
- A-line, flared and gored.

Trousers
- Straight and flared.
- Shorts and culottes.

Yokes
- Shoulder and hip

Pockets
- Patch, pocket in a seam and pocket cut as part of a garment (front hip pocket).

II. TECHNOLOGY IN GARMENT CONSTRUCTION

1. Basic sewing equipment
- Choice, use and care.

  Measuring and marking: tape measure, ruler, metrestick, measuring gauge, tracing wheel, dressmaker’s tracing paper and dressmaker’s pencil.

  Cutting: cutting-out shears, pinking shears, trimming scissors and seam ripper.

  Sewing: needles, thread, dressmaker’s pin, thimble and stiletto.
<table>
<thead>
<tr>
<th>Topics</th>
<th>Explanatory Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sewing machine</td>
<td>Types: treadle, automatic and electronic.</td>
</tr>
<tr>
<td></td>
<td>Functions: straight stitch, zig-zag, basic embroidery stitches, automatic buttonholes, etc.</td>
</tr>
<tr>
<td></td>
<td>Attachments: zipper foot, hemmer foot, gathering foot, seam guide and buttonhole foot, etc.</td>
</tr>
<tr>
<td>Faults and remedies in machining.</td>
<td></td>
</tr>
<tr>
<td>Pressing: dry iron, steam iron, ironing board, sleeve board, pressing cloth and sprinkler.</td>
<td></td>
</tr>
<tr>
<td>2. Stitches</td>
<td>Temporary: tacking, diagonal tacking (basting), thread mark and tailor's tack.</td>
</tr>
<tr>
<td></td>
<td>Permanent: running, back, oversewing, hemming, slip-hemming, blanket, chain, herringbone (catch stitch), buttonhole and machine-stitch.</td>
</tr>
<tr>
<td>3. Seams and seam neatening</td>
<td>Plain, French, double-stitched and overlaid.</td>
</tr>
<tr>
<td>4. Hems</td>
<td>Straight, curved, skirt (wide and narrow hem on flared or circular skirt) and false.</td>
</tr>
<tr>
<td>5. Disposal of fullness</td>
<td>Darts (one point and two points), pleats (knife, box and inverted), tucks (pin, wide and cross), gathers, shirring, easing and casing.</td>
</tr>
<tr>
<td>6. Facings</td>
<td>Straight, crossway and shaped.</td>
</tr>
<tr>
<td>7. Decorative edgings</td>
<td>Use of crossway materials: binding and piping.</td>
</tr>
<tr>
<td></td>
<td>Trimmings: frills, lace, braid and ric-rac.</td>
</tr>
<tr>
<td>8. Openings</td>
<td>Faced slit, continuous wrap, bound, zipped, overlapping hems (overlapping placket) and false hem (false placket).</td>
</tr>
<tr>
<td>9. Fastenings</td>
<td>Button, press fasteners, hook and eyes, hook and bar, tapes, hook and loop fasteners (Velcro), worked loop and machined buttonhole.</td>
</tr>
</tbody>
</table>
Topics

10. Collars
11. Sleeves
12. Cuffs
13. Waist finishes
14. Pockets

PART B
Topics

I TEXTILE KNOWLEDGE

1. Fibres

Properties.
Identification: microscopic examination and burning test.

Natural
Vegetable: cotton and linen.
Animal: silk and wool.

Man-made
Regenerated: viscose rayon and acetate.
Synthetic: polyamide, polyester and acrylic.

2. Yarns

Filament, staple, spun and textured.

3. Fabric construction

Construction:
Weaving: plain, twill and satin.
Knitting: warp and weft.
Bonding and felting.

Blended and mixture fabrics.

Characteristics of woven, knitted, bonded, felted, blended and mixture fabrics.

4. Fabric finishes

Crease resistance, permanent press, mercerization, shrink resistance, moth proof, flame retardent, water repellent.

5. Choice and care of fabric

In relation to style, purpose, hygiene, safety and aesthetic appreciation.
Direction for sewing.
Laundering and care labels.

II DEVELOPMENT OF DRESS SENSE AND CONSUMER STUDIES

1. Dress sense

Different figure types, e.g. well proportion, heavy bottom, tall and slim, short and plump, etc.
Topics

Explanatory Notes

2. Wardrobe planning

Choice of fabrics, colours, lines and proportions in relation to individual figures and personalities.

Use of co-ordinates and accessories to produce a "total image", e.g. the use of hat, scarf, belt, bag, shoes, etc.

Planning replacement and additions:
(i) identify our needs by reviewing one's clothing and accessories;
(ii) plan a clothing budget according to our needs for daily wear, clothes and dresses for special occasions;
(iii) choice of garments for different seasons, activities and occasions.

Simple refashioning of garments, e.g. adjusting the hem lengths, altering collar shape, etc.

Consideration of the place of homemade and ready-to-wear garments, comparing prices, workmanship and quality of fabric.

Planning clothing for family members according to their needs, e.g. age, sex, occupations and activities, etc.

3. The Consumer

Rights and responsibilities: education, accurate information, safety, choice, complaints and claims, healthy environment.

4. Consumer protection

Laws governing labelling and quality of clothing.

5. Shopping sense

Factors for consideration when shopping for clothes: personal needs, money allowance, advertising, media and peer influences.

Types of shops: department stores, chain (multiple) stores, hawker, specialized shops, boutiques.

Assessment of fabric quality and workmanship.

Modes of shopping: in person, mail-order.

Ways of payment: cash, cheque, credit.
TIME ALLOCATION

A time allocation of two to three consecutive periods (40 minutes each) per week/cycle is recommended for Secondary 1 to 3 in grammar schools. The number of periods in technical schools will range from four to six periods per week/cycle of which two sessions of two or three consecutive periods are to be allocated.

The suggested time allocation for Secondary 4 and 5 in both grammar and technical schools will be four to six periods per week/cycle for each examination subject.

In schools where facilities and teaching staff permit, the number of periods may be increased. The class size for all levels should be around 20 pupils.
TEACHING STRATEGY

The purpose of this chapter is to provide some guidelines to teachers on planning the scheme of work and deciding on the teaching methods.

Planning the scheme of work

The syllabus for S.1 to 5 has been designed in an order of gradual progression as the contents are developed from one level to the next in a spiral manner. The topics together with further elaboration at the explanatory notes would form the base from which a teaching plan can be evolved. However, the syllabus content and its sequencing need not necessarily be followed rigidly. Teachers should be alert to the pupils' interests, needs, abilities, backgrounds and ways of learning when making judgement of the following major issues in the scheme of work:

(i) setting the learning objectives;
(ii) deciding on the teaching topics and content;
(iii) selecting the teaching materials and approaches which are best suited the group of students;
(iv) determining the methods of assessing pupils’ progress;
(v) planning for continuous learning.

In planning the scheme of work, an integrative approach involving the use of a broad knowledge base, cognitive and practical skill is encouraged. A balanced and all-rounded scheme with equal emphasis on the different aspects i.e. Food, Nutrition and Diet, Home and Family, Needlework, Dress and Design at the junior secondary level would form a good foundation for studying the subject at the senior secondary level.

As the students develop their knowledge, skills and attitudes when they progress from one level to the next, the learning opportunities should provide them with a wide range of options to seek information, investigate a selection of choices, manage their resources, express themselves with confidence, make judgements and decisions, take action and evaluate the results. The learning opportunities planned should also be related to the everyday issues of the students’ life so that learning would be more meaningful.

Home Economics is a subject offered to girls in most secondary schools in Hong Kong, but some schools have introduced the subject to boys. If a school intends to offer some training to boys, flexibility and imagination in adapting the scheme of work to the boys’ interest are necessary. The challenge of planning the scheme of work is to know the pupils well and to provide them with the appropriate learning opportunities.
Teaching Methods and Instructional Techniques

The effectiveness of learning by students relies very much on the teaching methods and instructional techniques used. A variety of methods and techniques can be identified to maximize students’ learning. The teachers are encouraged to experiment with various approaches when planning such methods and techniques.

Whatever methods or techniques chosen, they should target on the learning objectives of the lesson topics planned. A student-centred approach which addresses to the needs, interests, personalities and learning styles of the students is always advocated. These methods and techniques should also allow the students to have the greatest involvement in the learning processes.

The following are some suggested teaching methods and instructional techniques suitable for the teaching of Home Economics:

1. **Lecturing**
   This method should be used briefly but not as the predominant method of teaching, especially for junior secondary students who tend to lose interest quickly. Pictures, diagrams or other media may be used to explain the key points.

2. **Questioning**
   Questioning is very useful to guide students’ thinking and this is one of the important keys in the teaching-learning situation. Effective questioning is the main success of this teaching technique and frequent practicing is needed. Basically the students should have sufficient knowledge to answer the questions. Therefore the timing in giving out the questions should be carefully planned in a lesson. Abilities of the students must also be taken into consideration.

   One approach in formulating questions would be to begin questions with limited levels of thinking, e.g. remembering and recognizing of facts, moving to questions of higher level of thinking, e.g. exploring ideas, experimenting new methods, giving explanations, evaluating a problem and determining the solution for it, etc. Questions which call for different levels of thinking should be planned. The focus and proportion of the questions asked at different levels of thinking would depend very much on the objectives of the lesson or unit planned. Questions with different levels of difficulties should be asked to encourage the participation of both marginal students and capable students. Giving cues to students while they are answering the questions is another method to get students involved. Teachers can try different ways of directing the questions, e.g. to the whole class if alerting all the class members are necessary, or addressing to a student by name for bringing him or her back to attention. In order to have good
answers for the questions asked, the aim of the questions must be clear and using a variety of wordings can help to raise students’ interest.

Teachers’ responses are very significant in keeping a good communication between the teachers and the students. Encouragement and reinforcement should be given to students with good replies. Assisting students who are unable to provide satisfactory answers could give them a sense of success. In a learning process, questioning is also helpful to clarify what a student has learned or understood.

3. **Demonstration**

Demonstration can be live, video or multimedia type. This method would be very useful in promoting learning in the psychomotor domain. Demonstration may be used to illustrate the procedures, to explain new techniques and to set the standard required. Before the demonstration, the teachers should make clear to the pupils the purposes of the demonstration, what they are expected to view and how to apply the knowledge learned and the skills shown.

Only a well-planned demonstration can promote optimum learning and economize the use of lesson time. The teachers are advised to observe the following points when planning demonstration in their lessons.

(i) Prepare a concise outline which include introduction, concepts to be covered and a summary for the demonstration.

(ii) Check all the materials required and the functioning of the equipment ahead. Location of the demonstration should enable the whole group of pupils to view the entire demonstration clearly.

(iii) Decide on the steps which can be done before the actual demonstration, e.g. in a food preparation, some cooking need to be done in advance in order to show the decoration and serving of the finished product. Make sure that no essential steps are omitted.

(iv) Plan a time schedule for the demonstration. Allow time for questioning and encourage pupils’ participation.

(v) Refer to charts, pictures, instructional materials if the demonstration involves many details, e.g. audio-visual aids. A split demonstration can be planned if there are too much to show at one time and if pupils’ hand-on experiences are necessary.

(vi) Arrange a presentation of the finished product, if any at the end of the demonstration.

(vii) Teachers are also reminded that allowance should be set aside for demonstration materials when planning their budget.
4. **Discussion**

Classroom discussion can be conducted in different ways. It can be a small group or a large group discussion, a panel discussion with a forum, or a debate with a forum. During discussion, students learn to listen to others and respect the rights of the other participants. They also learn to organize their ideas and express their thoughts in a concise and logical way.

Teachers are advised to select the topics for discussion with great care. The topics should be selected according to the knowledge, abilities and interests of the discussion groups. In a panel discussion, students must have studied the topic thoroughly. In a debate, the topic is given in a form of a positive or negative statement.

During the discussion, students should be facing each other in the seating arrangement so that they can interact and communicate better. In most forms of discussion, students can serve as the leader. The teachers' role would be to initiate the main theme of the discussion, to motivate the students to take an active part, to guide the leader and the discussion group to work in the right direction, to consolidate the viewpoints of the participants and to give feedback to the students on their performance. To make the discussion more meaningful and successful, teachers must also show their appreciation of the students' ideas and their participation in the discussion.

5. **Case Studies**

Case studies encourage students to use higher level of thinking. It provides opportunities for the students to analyze the situations objectively and work out the solutions to the problems presented. The students would be more motivated if the situations are relevant to their experience and they could make reference to their knowledge. Newspaper and magazine articles provide good sources of case study materials. Different students would have different responses to the same case and teachers can compare the different findings and recommendations. Case studies can be attempted by a student or by a small group of students and it can be used as a base for discussion.

6. **Games**

Games for learning are usually designed for reinforcement of facts previously learned or to simulate life situations. Games commonly used in teaching are card games, quizzes and puzzles. The learning objectives of the games must be clear to students and the rules for playing should be kept simple. To make the games more meaningful, follow-up activities should also be planned.

7. **Projects**

Project work provides opportunities for the students to have an in-depth study of a chosen topic and it can be an effective form of
extended learning. Ideally, the projects should be selected, planned and evaluated by students with guidance from teachers. The teachers must be knowledgeable about the students' interests, needs, experiences and backgrounds when giving advice on the topics and the approaches.

In project work, students learn to explore the information from different sources, select the appropriate materials and present the findings in an orderly way. The project can be done in the form of a written report, a portfolio, a multimedia display, an exhibition, etc. An individual student can work on a simple project whereas a group of students or the whole class can work on a larger scale project. In attempting the project, the students also learn to value their own work and to cooperate with other students in a group or class project.

8. **Experiential Learning**

Experiential learning activities provide excellent opportunities for the students to learn from their hands-on experiences. Through activities such as laboratory work, simulation exercise, e.g. role play, visits and field-trips, students are allowed to practice the concepts learned in more realistic situations. They are also encouraged to experiment, replicate, produce and create through these activities.

Experiential learning activities required careful planning by the teachers so that lesson time would not be wasted. The learning objectives of the activities must be known to the students. Close guidance and clear instructional materials would be necessary in role playing exercises, productive and experimental laboratory work. Direction for observation should also be clear if visits and field-trips are planned.
**SAMPLE TEACHING SCHEME**

**Sample I**
**Food, Home and Family**  
**Level: Secondary 2**  
**Unit Topic**: Planning a balanced diet  
**Number of Lessons**: 3

**Learning Objectives:**
1. To state the importance of healthy eating habits.
2. To explain the factors for consideration when planning balanced meals.
3. To understand the pattern of a Chinese two-course meal.
4. To plan balanced vegetarian and packed meals.
5. To acquire the skills in preparing and serving attractive meals.

<table>
<thead>
<tr>
<th>Lesson/Cycle</th>
<th>Lesson Topics</th>
<th>Teaching Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to meal planning</td>
<td>1. Revision on the importance of balanced diet.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Healthy eating habit by including foods from the basic food groups.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Factors to be considered when planning meals:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. food value,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. individual needs,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. variety in taste, colour, texture and cooking method,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. availability of time and money,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. occasions.</td>
</tr>
</tbody>
</table>

**Learning Activities**

I. **Brainstorming session:**
   Write as many foods as you can which are high in each of the following:
   (i) carbohydrate,
   (ii) protein,
   (iii) fat.

II. **List 3 foods which you like and 3 foods which you dislike most:**
   With the aid of the computer software ‘Lifeline: Nutrition’, look up the nutrition content of the foods you listed. From your findings, what improvements can you make for your eating habits?

III. **Worksheet I:**
   What’s wrong with the following menus?
<table>
<thead>
<tr>
<th>Lesson Cycle</th>
<th>Lesson Topics</th>
<th>Teaching Points</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Vegetarian meal</td>
<td>1. The meal pattern of a Chinese two-course meal.</td>
<td>I. Pupils work in groups of four to prepare, cook and serve a Chinese 2-course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The choice of accompaniments.</td>
<td>vegetarian meal:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Explain the term 'vegetarian'.</td>
<td>(i) by using a variety of ingredients,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Types of vegetarian diet.</td>
<td>(ii) by boiling and stewing methods,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Choice of ingredients when planning strict vegetarian meals:</td>
<td>(iii) with suitable accompaniments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>soya bean products, nuts, cereals, pulses, vegetables.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>6. The principles of stewing method.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Food hygiene and packed meal</td>
<td>1. Causes and effects of food poisoning.</td>
<td>I. *Worksheet II:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Occasions for packed meals.</td>
<td>II. Discussion on the various occasions suitable for serving packed meals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Choice of suitable dishes for packed meals.</td>
<td>III. Pupils work in groups of two to prepare, cook and serve a Chinese or Western</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Ways of packing meals.</td>
<td>1-course packed meal for lunch at school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Daily and special cleaning of the kitchen.</td>
<td>N.B. *Worksheets I and II given on p. 41 and p. 42</td>
</tr>
</tbody>
</table>

*Worksheets I and II given on p. 41 and p. 42
Worksheet 1

What's wrong with the following menus?

There are three menus listed below, try to identify what's wrong with these menus and suggest a few ways to improve them. You may replace some of the dishes with your own choice.

<table>
<thead>
<tr>
<th>Menus</th>
<th>Your Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Lunch for your grandparents</td>
<td></td>
</tr>
<tr>
<td>Seafood Bean Curd Soup</td>
<td>(i)</td>
</tr>
<tr>
<td>Deep Fried Stuffed Bean Curd Puffs</td>
<td>(ii)</td>
</tr>
<tr>
<td>Steamed Egg with Minced Pork</td>
<td>(iii)</td>
</tr>
<tr>
<td>Rice</td>
<td></td>
</tr>
</tbody>
</table>

(2) Snack for your sister

| Chocolate Bars                    | (i)              |
| Potato Chips                      | (ii)             |
| Orange Juice                      | (iii)            |

(3) Birthday party for your classmates

| Hamburger Buns                    | (i)              |
| Cheese and Tomato Pizza           | (ii)             |
| Spaghetti in Tomato Sauce         | (iii)            |
| Coleslaw                          |                  |
| Fruit Tarts                       |                  |
| Fruit Punch                       |                  |
Worksheet II

*Food Poisoning*

Food poisoning is caused by eating harmful bacteria which present in the food we eat. Vomiting, diarrhoea and tummy pains are the symptoms of food poisoning.

To prevent food poisoning, let us review the conditions for the growth of bacteria by filling in the following blanks:

**WARMTH**

(i) Bacteria grow fast at human body temperature i.e. ______ C.

(ii) The growth of bacteria ______ when the temperature rises.

(iii) Most bacteria will be killed at ______ C.

(iv) In the refrigerator, food poisoning bacteria will not ______.

(v) In frozen food, bacteria are ______.

(vi) Once the food is warmed up, bacteria begin to ______.

**FOOD**

(i) Bacteria like food which are rich in ______ and contain water.

(ii) Dried food, e.g. ______ and ______ do not contain enough water for bacteria to grow.
The number of bacteria can be doubled in every ______ minutes.

<table>
<thead>
<tr>
<th>Time in minutes</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of bacteria</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
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</table>
Sample II
Food Home and Family
Level: Secondary 4
Unit Topic: Understanding Pregnancy
Number of Lessons: 4

Learning Objectives:
1. To be aware of the signs and symptoms of early pregnancy.
2. To understand fertilization, conception and stages of foetal growth.
3. To develop healthy attitudes towards pregnancy.
4. To identify the needs of pregnant mothers, i.e. nutritional, emotional, physical and medical.
5. To outline the preparation for hospitalization.

Subject Matter
1. Signs and symptoms of early pregnancy.
2. Introduction of fertilization and conception.
3. Development of the foetus.
4. Effects of medicines, drugs, alcohol and smoking on the foetus.
5. Antenatal care: Tests required and medical check-ups for the pregnant mother.
7. The importance of personal hygiene to pregnant mothers.

Learning Activities
I. Class/Group discussion on the myths about pregnancy.
II. Video or slide show on the stages of foetal development.
III. Worksheet on the foetal growth by weeks.
IV. Work cards and group/class discussion on health hazards of a pregnant mother.
V. Slide show on the medical check-ups for pregnant mothers.
VI. State the purposes of different tests to be taken during each medical check-up.
Subject Matter

8. Rest and exercises during pregnancy.
10. Specific nutritional needs of pregnant mothers.
11. Planning meals for pregnant mothers.
13. Preparations for hospital confinement.

Learning Activities

VII. Collect booklets, catalogues and any related reference materials concerning pregnancy, antenatal care and maternity wear.

VIII. A working mother who is six months pregnant is in need of a good daily routine.
   (i) Suggest a timetable for her to rest and exercise within a day.
   (ii) Outline the do's and don'ts for her during pregnancy.

IX. List the basic needs of pregnant mothers, e.g., care and support from family, specific maternity clothes, etc.

X. Plan and prepare a two-course lunch for a pregnant mother.

XI. Plan a day's menu for a pregnant mother and give reasons for your choices.

XII. Visits to, e.g., Maternal and Child Health Centre, specialized stores for babies and pregnant mothers, etc.
Learning Objectives:
1. To understand how pregnancy happens.
2. To list the signs and symptoms of early pregnancy.
3. To explain the stages of foetal development.

Teaching Points
1. How pregnancy occurs
   (i) Revision of the male and female reproductive systems.
   (ii) Ovulation.
   (iii) From fertilization to implantation.
   (iv) Conception.
   (v) Pregnancy tests.
2. Signs and symptoms of early pregnancy:
   a. missed period,
   b. morning sickness,
   c. breast changes,
   d. tiredness,
   e. increased vaginal discharge,
   f. increased urination,
   g. tastes and cravings.

Learning Activities
I. Worksheet: Male and Female Reproductive Systems.
   Label the diagrams for the male and female reproductive systems.
II. Briefly state the functions of the following:
   Female reproductive organs
   (i) ovaries
   (ii) fallopian tubes
   (iii) uterus
   Male reproductive organs
   (i) testes
   (ii) sperm ducts
Teaching Points

3. Development of the foetus
   (i) Stages of foetal development – 4th, 8th, 12th, 20th, 28th, 32nd and 40th weeks.
   (ii) Simple understanding of 'multiple pregnancy'.

Learning Activities

III. Indicate the passage of the egg after fertilization:

IV. Group discussion on:
   (i) The signs and symptoms of early pregnancy.
   (ii) What would you consider as the Do's and Don'ts during pregnancy?

V. Prepare a flow chart which summarizes the development of the foetus from the 4th week to the 40th week. Diagrams may be used for illustration.

N.B. 'Worksheet given on p. 48
Secondary 4
Worksheet

Male and Female Reproductive Systems

Label the following diagrams:
A. Male Reproductive Organs

B. Female Reproductive Organs
Sample IV  
Needlework, Dress and Design  
Level: Secondary 2  
Unit Topic: A new look for the winter  
Number of Lessons: 6

Learning Objectives:
1. To understand the basic design elements and their uses in fashion design.
2. To master the skill of drawing a simple fashion sketch.
3. To be aware of the current fashion trend.
4. To construct the basic bodice blocks and to adapt these patterns into various styles.
5. To be acquainted with the suitable choice of fabric and sewing notions for making a vest.
6. To identify the needs for fitting when making a vest.
7. To apply the different needlework processes in garment construction.
8. To be competent in comparing the fabric quality when shopping for clothes.

<table>
<thead>
<tr>
<th>Lesson/Cycle</th>
<th>Lesson Topics</th>
<th>Teaching Points</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| 1            | Creating a new look | 1. Casual wear and the idea of 'mix and match'.  
2. Colour coordination.  
3. Introduction of various styles for a vest.  
4. Revision on figure proportion.  
5. Preparation of a simple design folio.  
6. Taking accurate body measurements. | I. Prepare a simple design folio:  
(i) Sketch the figure outline in correct proportion.  
(ii) Apply the vest to the figure drawn and complete the outfit with other types of garments.  
(iii) Label the style features.  
(iv) Colour the design with suitable colour coordination.  
II. Practise the correct way of taking body measurements. |
<table>
<thead>
<tr>
<th>Lesson/ Cycle</th>
<th>Lesson Topics</th>
<th>Teaching Points</th>
<th>Learning Activities</th>
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<tbody>
<tr>
<td>2</td>
<td>Pattern drafting and woollen fabric</td>
<td>1. Introduction of the basic front and back bodice blocks.</td>
<td>III. Draft the basic front and back bodice blocks according to own measurement.</td>
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<tr>
<td></td>
<td></td>
<td>2. Drafting the basic front and back bodice blocks.</td>
<td>IV. Collect swatches of woollen fabric.</td>
</tr>
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<td>4. Types and care of woollen fabric.</td>
<td></td>
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<tr>
<td></td>
<td>Pattern adaptation for a vest and choice of material</td>
<td>1. Adaptation of basic bodice pattern to different styles.</td>
<td>V. Garment Construction:</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2. Revision on basic pattern symbols and introduction of more pattern symbols.</td>
<td>(i) Adapt the basic bodice pattern to the style of the vest chosen.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Introduction of various fabric designs.</td>
<td>(ii) Complete the pattern with appropriate pattern specifications.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Estimation of fabric for making a vest and choice of sewing notions.</td>
<td>(Cont. in Lesson 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. straightening ends,</td>
<td>(v) Lay out the pattern pieces, pin and cut.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. graining.</td>
<td>(vi) Mark out the darts and positions for buttonholes with thread marks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Laying out:</td>
<td>(vii) Mark out the fitting lines with tailors' chalk or tailors' pencil.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. economic use of fabric,</td>
<td>(Cont. in Lesson 5)</td>
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<tr>
<td></td>
<td></td>
<td>b. identifying the grainline,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>c. matching the pattern of the fabric,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. plan the layout.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Correct way of pinning.</td>
<td></td>
</tr>
<tr>
<td>Lesson Cycle</td>
<td>Lesson Topics</td>
<td>Teaching Points</td>
<td>Learning Activities</td>
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</tr>
<tr>
<td>5</td>
<td>Vest II</td>
<td>5. Marking out with thread marks, tailors’ chalk and tailors’ pencil.</td>
<td>(viii) Set up the sewing machines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Good working habits in laying out, cutting out and use of equipment.</td>
<td>(xi) Sew the darts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Revision on the correct use of sewing machine.</td>
<td>(x) Prepare the vest for fitting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Revision on the sewing of darts.</td>
<td>(xi) Sew the shoulder and side seams, press open and neaten the seam edges.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Preparation for fitting – tack the shoulder and side seams.</td>
<td>(Cont. in Lesson 6)</td>
</tr>
<tr>
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<td>4. Revision on plain seam with zigzag stitching for neatening.</td>
<td></td>
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<td>5. Proper use of pressing equipment.</td>
<td></td>
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<tr>
<td>6</td>
<td>Vest III</td>
<td>1. The use of facing and interfacing.</td>
<td>(xii) Prepare facing and interfacing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Types of interfacing.</td>
<td>(xiii) Neaten the neckline, armhole, front opening and hem with facing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Preparation of facing and interfacing.</td>
<td>(xiv) Make the buttonholes by hand or by machine.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Shopping for clothes – inspect labels to identify the fibre content.</td>
<td>VI. Identify and compare the fabric quality from the labels on 5 different garments.</td>
</tr>
</tbody>
</table>
Sample V
Dress and Design
Level: Secondary 4
Lesson Topic: Design for Fashion
Number of Lesson: 1

Learning Objectives:
1. To be aware of the changes in fashion and its relation with our daily living.
2. To examine the elements of fashion designing and their applications in creating a fashion design.
3. To explore various sources of inspiration for fashion design.

Subject Matter

1. The meaning of ‘in fashion’ and the lifecycle of a fashion.
2. Points to be considered when creating a design:
   (i) Occasions and activities
   (ii) Season
   (iii) Choice of fabric
   (iv) Image
   (v) Silhouette
   (vi) Colour scheme
   (vii) Focal point
   (viii) Design details
3. Inspiration for fashion design:
   (i) Fashion from the past
   (ii) National costumes
   (iii) Fashion shows/videos
   (iv) Fashion publication, e.g. magazines and reports
   (v) Window displays
   (vi) Other inspiration, e.g. architecture, paintings, flowers, films, etc.

Learning Activities

I. Suggest a few ideas of good dress sense.
II. Group/Class discussion on the terms ‘FAD’ and ‘FASHION’.
   Give a few illustrative examples of fad and fashion.
III. Collect pictures of fashion sketches and keep them in a folder. The folder may have several themes and the following are some suggested titles:
IV. Review a selected period of fashion history and list a few distinctive styles of that period. As illustrative examples, photos, pictures and sketches may be used.
Sample VI
Dress and Design
Level: Secondary 4
Lesson Topic: Fashion Illustration
Number of Lesson: 1

Learning Objectives:
1. To master the basic techniques of figure drawing.
2. To develop a fashion sketch with accurate illustration of the garment and good use of colour.

Subject Matter
1. Introduction of ‘fashion stills’ and ‘fashion sketches’.
2. Stationery and other tools for drawing fashion sketches.
3. Techniques of figure drawing:
   (i) Figure proportions for both the front and the back views.
   (ii) Poses for the figure sketch
       a. head facing different angles.
       b. arms and legs in different action.
       c. parallelism of the shoulder, the waistline and the hip line.
4. Drawing a fashion sketch:
   (i) Outline the basic figure in a standing pose.
   (ii) Establish the silhouette of the garment.
   (iii) Define the directional lines on the garment.
   (iv) Draw on the style features and other accessories.
   (v) Refine the sketch with design details and colours etc.

Learning Activities
I. Collect a few samples of fashion stills and fashion sketches.
II. List the items needed for drawing a fashion sketch.
III. Study the poses of the models, e.g. fashion video, fashion publications, etc.
    Practise figure drawing on papers with parallel lines as guidelines for the figure proportion.
IV. Sketch a figure outline in a standing pose.
V. Fashion sketch exercises:
   (i) Make drawings of your classmate in school uniform.
   (ii) Reproduce a fashion still into a fashion sketch.
Sample VII
Dress and Design
Level: Secondary 4
Unit Topic: Design Brief
Number of Lesson: 3

Learning Objectives:
1. To identify the factors affecting fashion trends.
2. To learn the skills of creating a fashion design and express the design ideas effectively.
3. To utilize the textiles and clothing resources economically and appropriately.

Subject Matter
1. Definition of 'design brief'.
2. Attempting a design brief:
   (i) A review of the fashion in the past and the fashion forecast with special attention to the types of garment to be designed.
   (ii) Consideration for the choice of fabric, texture, pattern and colour scheme with reference to the occasion, season and style of the garment.
   (iii) Revision on style features in relation to the requirements stated in the design brief.
   (iv) Choice of design details and accessories to complete the total image of the garment.

Learning Activities
Project on design brief:
1. Select one of the following design briefs as the main theme:
   (i) Informal for Formal:
       Design a winter dress suitable for a job interview with the waistline as the focal point.
   (ii) Feminine Attraction:
       Design a dress for an evening party with special emphasis on the armholes or sleeves.
   (iii) Summer Leisure:
       Design a summer dress suitable for shopping with special emphasis on the neckline.
Subject Matter

3. Preparation for the garment construction:
   (i) Brief study of the material, i.e., fabrics, trimmings, sewing notions, suitable for the design.
   (ii) Estimate the quantity and the cost of material used.
   (iii) Decide on the material used and the pattern pieces to be developed.
   (iv) Plan the cutting layout and the order of work.

Learning Activities

II. Work out a folio for the selected design brief with the following details:
   (i) State the purpose of the design, e.g. occasion, season and who is going to wear the dress.
   (ii) Sketch the front and back view of the dress on an A3 drawing paper.
   (iii) Label the design features and finish the sketch with colours.
   (iv) Include co-ordinates and accessories in the design.

III. Additional information to complete the folio:
   (i) Fabric swatches for the design.
   (ii) Quantity and cost of the material used with reasons for choice.
   (iii) Cutting layout.
   (iv) Brief order of work.
ASSESSMENT

Purposes of Assessment

Assessment and its place in Home Economics education has taken a broader view in recent years. It is also considered as an integral part of the Home Economics curriculum. The aim of assessment is to support and enhance pupils’ learning. Specifically, assessment is employed to assess to what extent are pupils able to perform in the following areas:

Cognitive

— acquisition of knowledge
— comprehension of knowledge
— application of knowledge to related situations and problems
— analysis of situations and problems
— generation of solutions to various situations and problems
— evaluation of situation and problems

Psychomotor

— acquisition of skills
— proficiency in various skills
— application of skills in related situations and problems
— creative use of skills

Attitudes

— understanding of the behaviour
— demonstration of the behaviour
— initiation of the behaviour
— encouragement of the behaviour in others

Organization of Assessment

Assessment should be a continuous process and the systematic approach in carrying out is very important. Home Economics teachers together with the panel chairman are advised to discuss and agree on an assessment policy for pupils of each level. The general procedures of conducting an assessment may be concluded as follows:

(i) set the assessment objectives,
(ii) draw up an assessment plan,
(iii) decide on the assessment activities,
(iv) record, evaluate and report the result.

Assessment Activities

Assessment activities involve gathering of information about pupils’ experiences and what they have learned. The approach of assessment activities should be designed to:
—seek evidence of what pupils can do, identify their strengths and needs through a variety of assessment activities,
—provide a basis for the teachers to plan instructional materials and learning activities,
—encourage pupils' self-evaluation,
—facilitate the collaboration among pupils, teachers and parents.

Assessment activities should be integrated and inter-related with other components of the syllabus. The assessment criteria should also be made known to pupils and become part of the teachers' instruction. Assessment activities which can represent pupils' learning in Home Economics may be categorized as follows:

1. **Written tests/examinations**

   This is a traditional and dominant way of assessing pupils. When setting written tests/examinations, they should focus on thinking rather than possession of information, e.g. justifying a food choice, adjusting a recipe, writing up a menu, comparing two textile products, setting a personal budget, solving a family problem, etc.

   The written tests/examinations can include various types of questions, i.e. multiple-choice, true/false items, matching pairs, completion items, essay-type questions, open-ended questions and structure-type questions. The assessment criteria of tests/examinations should be clearly defined to the pupils.

2. **Performance tasks**

   This is an assessment in which pupils are presented with a problem, either in form of verbal or written instruction, to which pupils respond to it by doing something. Performance tasks provide opportunity for the pupils to present their knowledge, skills and attitudes into a complete package or a product with their own style. Pupils' certain standard and mastery of specific skills can be easily identified through performance tasks. This type of assessment activities can be set as an individual assessment or as a continuous assessment.

   When setting performance tasks, the instruction given must be clear and concise. The assessment criteria should be made known to the pupils well in advance. The performance tasks can include, e.g. creation of products, exhibitions and displays, experimental work, oral presentation, etc.

3. **Project**

   This is a portfolio which represents pupils' continuous learning and their progress over a period of time. Pupils' initiative in working the project is very important and therefore the subject area selected must be of some
interest to the pupils and relevant to pupils’ daily life. Pupils may also be allowed to select the subject area for their project work in some cases. Sufficient resources available from school and support from parents are essential to pupils’ success in project work.

The assessment criteria of project work should make clear to pupils in advance, i.e. how the process and the final work are being marked. The role of the teacher both as a tutor and an assessor are significant but should be well defined.

4. **Observation and conversation**

All Home Economics teachers do this everyday and very often unconsciously. Observation and verbal exchanges help the teacher to understand what pupils have learned and these become an informal way of assessing pupils’ learning. Pupils may also learn to observe their classmates’ work and share the interest with them.

Observation can be done in a more formal and systematic way. They can be recorded and reviewed by pupils and teachers regularly as a continuous assessment.

5. **Self-assessment**

In addition to teacher assessment, pupils’ self-assessment can be very profitable. It helps the pupils to review their learning and develop a sense of success in learning.

When drawing up an assessment plan, Home Economics teachers are advised to provide a broad range of assessment activities for evaluating the different aspects of pupils’ learning.

**Recording, Evaluating and Reporting**

To effectively and adequately reflect pupils’ learning, assessment recording system must be carefully developed. However, the system must be kept simple and easy to manage, unnecessary form filling should be avoided.

Evaluation is the analysis of the assessment result and this involves making judgement about the pupils’ work. When making judgement of pupils’ work, Home Economics teachers should identify pupils’ learning difficulties and prepare suggestions for improving pupils’ future learning. The pupils’ interests and attitudes should also be considered.

Reporting is the presentation of information gathered from evaluation of the assessment result. When reporting on pupils’ learning, teachers should focus on major strengths and successes of the pupils’ work. Combining a profile report with mark or grade descriptors will be a more helpful, positive and accurate way of reporting pupils’ achievement.
## GENERAL REFERENCE

### Food, Home and Family

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A First Home Economics Course</td>
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**Needlework/Dress and Design**

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<td>All About Creative Textiles</td>
<td>Stephanie K. Holland</td>
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<td>Complete Guide to Sewing</td>
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<td>Concise Needlecraft</td>
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<td>The Creative Sewing Machine</td>
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<td>Designing Patterns: A fresh approach to pattern cutting</td>
<td>Hilary Campbell</td>
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<td>Patrick John Ireland</td>
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**Periodicals/Magazines**

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<td>Fashion and Craft</td>
<td>Blenheim Publication Ltd., Subscription Dept., 1 Quebec Avenue, Westerham, Kent, TN 16 1BJ, United Kingdom.</td>
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<td>Food World (飲食世界)</td>
<td>Foodstuff Research Centre, 369 Lockhart Road, 1003 Federal Building, Hong Kong.</td>
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<td>Home Journal (美好家居)</td>
<td>Communication Management Ltd., 1811 Hong Kong Plaza, 188 Connaught Road West, Hong Kong.</td>
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<td>McCall’s Needlework &amp; Crafts</td>
<td>PJS Publications, P.O. Box 1790, Peoria, IL, 61656-1790, U.S.A.</td>
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<td>Mother and Baby</td>
<td>Emap National Publications Ltd., 14 Hollham Road, Orton Southgate, Peterborough, PE2 OUF, United Kingdom.</td>
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<td>Nutrition and Food Science</td>
<td>MCB University Press Ltd., 60/62 Toller Lane, Bradford, West Yorkshire, England BD8 9BY.</td>
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<td>Parents</td>
<td>Gruner + Jahr USA Publishing, 685 Third Avenue, New York, NY 10017, U.S.A.</td>
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<td>Consumers’ Association, Dept WPS, 2 Marylebone Road, London NW1 4DX, United Kingdom.</td>
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<td>(OURS) 媽媽寶寶</td>
<td>荷花出版有限公司 香港鰂魚涌 華蘭路 20 號 華蘭中心 2008 室</td>
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64
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