

AM SYLLABUS (2014)

HOME ECONOMICS AND HUMAN ECOLOGY

AM 18

SYLLABUS

Home Economics and Human Ecology AM 18 Syllabus

(Available in September)

Paper I (3 hours)+Paper II (3 hours)+Paper III (Coursework)

This syllabus provides an advanced course of study in Home Economics and Human Ecology, building upon knowledge and skills learnt within the Home Economics discipline at Secondary Education Certificate (SEC) level. It thus assumes a knowledge of Home Economics at a level equivalent to that defined by the SEC syllabus and attempts to extend and consolidate this knowledge base by integrating the essential principles of the field of study within a core section: *The Family, Home and Society* and *Food, Nutrition and Health*, together with coursework experience in a selection of Option Areas: *Food Technology, Child Development, Senior Members of Society, Hospitality Services* and *Textile Studies*.

The study of Home Economics and Human Ecology may lead to careers in the Hospitality, Food and Textile Industries, Paramedical and Caring Professions, Consumer Services, Education and other related careers.

1. AIMS

The aims listed below reflect the methodology to be adopted for teaching the subject. They highlight the knowledge, skills, attitudes and values required for the study of Home Economics and Human Ecology at Advanced Matriculation Level.

- To encourage an investigative approach to study and an ability to evaluate, manage and make economical, environment-friendly and safe use of resources.
- To develop the ability to make informed decisions.
- To provide experiences of problem-solving, research methodology and practical application when working to a design brief.
- To promote an awareness of design and develop aesthetic appreciation and creative skills
- To foster a sensitive, caring attitude that will lead to the identification and realisation of people's needs.
- To further the concern for the natural environment
- To create an awareness of the impact of rapidly changing technology on the family and society and to develop the skills required to efficiently manage this impact and related lifestyle changes.

2. ASSESSMENT OBJECTIVES

Candidates will be assessed for demonstrating:

- The knowledge, understanding and application of subject-specific information, principles and concepts relevant to Home Economics and Human Ecology.
- An awareness and understanding of contemporary issues, initiatives, current developments and their implications for Home Economics and Human Ecology.
- The use of investigative, experimental, managerial and manipulative techniques to gather, organise and present information, ideas, descriptions and arguments, clearly and logically, in order to reach justified decisions and conclusions
- The ability to appreciate critically the interdependence between creativity and aesthetic principles and identify and evaluate factors and relate them to specific needs
- To demonstrate aesthetic awareness, and be creative when communicating ideas and decisions

3. SCHEME OF ASSESSMENT

The examination will consist of three papers: Paper I and Paper II will be written examination papers and Paper III will comprise Coursework as outlined below.

Candidates must satisfy the Markers' Panel in **all** sections of the examination.

Paper I: The Family, Home and Society

This is a written examination paper of three hours duration. The maximum mark is 100 and will contribute to 37.5% of the overall mark of the examination.

Candidates are required to answer five out of six structured, essay-type questions.

Paper II: Food, Nutrition and Health

This is a written examination paper of three hours duration. The maximum mark is 100 and will contribute to 37.5% of the overall mark of the examination.

Candidates are required to answer five out of six structured essay-type questions.

Paper III: Coursework

The Coursework consists of Part i and Part ii and will contribute to 25% of the overall mark of the examination.

Part i. Food Study Task (5% of the total mark)

Candidates are required to carry out a Food Study Task focusing on one food commodity and comprised of

- a related experiment AND
- a food production task or culinary skill.

Guidelines for the Food Study Task are in Appendix I. This work will be assessed internally according to the Assessment Criteria for the Food Study (Appendix III).

Part ii. Investigation (20% of the total mark)

Candidates are required to submit one Investigation chosen from one of the Option Areas. Candidates are expected to use two different research techniques which are different from those used in the Food Study Task. Guidelines for the Investigation are in Appendix II. The Investigation will be assessed internally according to the Assessment Criteria for the Investigation (Appendix IV).

Further details for the Food Study Task and the Investigation are given in Section 7 of this syllabus.

The tutor's assessment for the Food Study Task and the Investigation must be completed and submitted to the MATSEC Examination Board by the date determined by the same Board, and is subject to moderation by the Markers' Panel.

4. GRADE DESCRIPTIONS

The following grade descriptors indicate the level of attainment characteristic of the given grade at Advanced Matriculation (AM) level. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the syllabus; they are not designed to define that content.

Grade A

Candidates demonstrate a very well developed ability to:

- Analyse and interpret social, scientific and technological concepts together with the recognition of the complex inter-relationships within the syllabus
- Apply knowledge, understanding and skills to different situations within a theoretical and practical context
- Select and organise material discriminately from a wide range of sources and use this to forward justified arguments, judgements, choices and conclusions - use effective research methods to explore and develop ideas creatively and intuitively, to communicate ideas clearly and accurately in a concise, logical and relevant manner, and to critically evaluate outcomes.

Grade C

Candidates demonstrate a satisfactory ability to:

- Analyse and interpret a good range of social, scientific and technological concepts and show some recognition of the inter-relationships within the syllabus
- Apply knowledge, understanding and skills to a range of situations within a theoretical and practical context
- Select and organise material from a number of sources and use it to forward appropriate arguments, judgements, choices and conclusions
- Use different research methods to communicate ideas in a relevant manner and to adequately evaluate outcomes.

Grade E

Candidates demonstrate a limited ability to:

- Analyse and interpret some social, scientific and technological concepts and show obvious recognition of the inter-relationships within the syllabus
- Apply basic knowledge, understanding and skills to a restricted range of situations within a theoretical and practical context
- Select and organise material from a limited number of sources and use it to forward arguments, judgements, choices and conclusions in a basic manner
- Use different research methods to communicate ideas and evaluate outcomes at a low level.

5. PRIVATE CANDIDATES

Private candidates are expected to refer to a Home Economics and Human Ecology tutor for supervision and guidance. Home Economics teachers who have taught Home Economics for at least five years since 1994 are also eligible as tutors for AM Home Economics and Human Ecology private candidates.

Guidelines for the Food Study Task and Investigation are in Appendices I and II and the Criteria for the Assessment of the Food Study Task and for the Investigation are in Appendices III and IV.

It is important that the candidate’s particulars on the Mark Sheets for the Food Study Task and Investigation are duly completed (Appendix V and VI, respectively). The authentication by the supervising tutor is also required on each of above forms.

A declaration of authenticity by the candidate must also be completed for the Food Study Task and for the Investigation (Appendix VII).

Private candidates are to present their work for assessment by the markers’ panel by the due date as instructed by the MATSEC office.

6. CORE SECTION (Papers I and II)

Paper 1 The Family, Home and Society

The integration of the content, through the consideration of the needs of people and the strategies for meeting these needs, provides the means by which this course should be approached. The themes of human development, health, safety, protection, efficiency, values, aesthetics and the individual’s interaction with the environment, form the focus from which the study should develop in the context of an economically, socially and culturally changing society.

CONTENT

Individual, Family And Household Groups In Society

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Family Units And Households	<ul style="list-style-type: none"> ▪ The changing nature of families and lifestyles 	<ul style="list-style-type: none"> - The concept of a family unit - Changes in the family unit structure (e.g. fewer offspring, one-parent family, adopting, fostering, mixed-race, young people moving away from home) and their implications for family lifestyle

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Wellbeing Of Individual Family Members	<ul style="list-style-type: none"> ▪ Wellbeing of individual family members at different stages of the life-cycle and in different circumstances ▪ The inter-relationship of paid and unpaid work and leisure and the need to balance them for individual and family wellbeing ▪ Poverty and social exclusion 	<ul style="list-style-type: none"> - Indicators of family quality of life - Family-based strategies for promoting a good quality life - Efficient management of resources to contribute to smooth running of the family and to avoid stress and conflict among family members - The management of the household: shared responsibilities, coping with different situations (working parents, short-term illness, chronic illness, disability, shared accommodation with relatives) - The implications of the success or otherwise of balancing paid and unpaid work and leisure time - The importance of pursuing a variety of leisure time activities for personal development and family quality of life - The concept of voluntary work - Introduction to causes of, and remedies to, poverty and social exclusion [National Action Plan on Poverty And Social Exclusion]
Children's Wellbeing	<ul style="list-style-type: none"> ▪ The optimum physical, social, emotional and intellectual development of children ages 0-4 years 	<ul style="list-style-type: none"> - Key developmental stages with a focus on physical, social, emotional and intellectual development - Providing a variety of experiences to promote children's holistic development to the maximum of their potential - The importance of play in a stimulating environment - The importance of social interaction both with immediate family members and with individuals and organisations outside the home (e.g. childminders, nurseries, kindergarten, schools and clubs) - Infant and childhood health and safety (e.g. basic needs, immunisation, a safe physical environment) - Support systems for children within the family - Provision and basic regulations regarding child care centres

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Children's Wellbeing cont.	<ul style="list-style-type: none"> ▪ Support services provided by the state and NGOs 	<ul style="list-style-type: none"> - Provisions of the welfare system including Children's Allowance, free medical services (immunisation, paediatrician, School Health Services), Child Care centres, Adoption and Foster Care Services, Disabled Child Allowance and support services for children provided by APPOGG (to describe a max. of 3 services) - The role and function of the office of the Commissioner for Children
Adolescents' Wellbeing	<ul style="list-style-type: none"> ▪ Physical, social and emotional development ▪ Transition from adolescence to adulthood 	<ul style="list-style-type: none"> - Recognising and managing physical, social and emotional changes - Peer pressure and conflicting values - Socialisation with different age groups - Gaining independence and becoming responsible adults
Adults' Wellbeing	<ul style="list-style-type: none"> ▪ Responsibilities and rights of adults ▪ Support services provided by the state and NGOs 	<ul style="list-style-type: none"> - Responsibilities towards children, partners and elderly parents - Sharing family-related responsibilities within and outside the home - Welfare benefits, allowances and services targeting adults, including their responsible use (ante- and post-natal classes, single-mother benefits, Sickness Allowance, Unemployment Allowance, ETC employment and training services, employment-related family friendly measures [maternity leave, parental leave, flexi-time, tele-working, job-sharing], lifelong/adult education courses
Elderly Wellbeing	<ul style="list-style-type: none"> ▪ The continuing physical, social, emotional and intellectual development of the elderly 	<ul style="list-style-type: none"> - Preparation for and enjoying retirement: making beneficial use of time, maintaining self esteem, managing financial issues - Maintaining a healthy and active lifestyle in the senior years - Participation within the family, local community and society - The role of grandparents in enhancing young families' and children's quality of life - Types and causes of elderly abuse and neglect and related remedies - Housing options for the elderly with a focus on the physical, financial and social aspects

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Elderly Wellbeing cont.	<ul style="list-style-type: none"> ▪ Support services provided by the state and NGOs 	<ul style="list-style-type: none"> - Aspects of the welfare system related to the elderly (pensions, Home Help, Meals On Wheels, Handyman Service, Telecare, <i>Kartanzjan</i>, MMDNA, Free medication [pink and yellow cards], Day Centres, rehabilitation hospitals, University of the Third Age) - Support systems in the community (local parish groups, Local Councils, CARITAS)
Individuals And Families With Special Needs	<ul style="list-style-type: none"> ▪ Different situations where special assistance is required for family wellbeing ▪ Support services provided by the state and NGOs 	<ul style="list-style-type: none"> - Individuals and families who may have special needs (family where breadwinner/s is/are unemployed, single parents, foster families, families where there is chronic illness) - The definition and function of 'means testing' in relation to eligibility for welfare services and/or benefits - Aspects of the welfare system related to special needs and circumstances (<i>Kummissjoni Persuni B'Dizabilita</i>, Transport for Disabled Persons [TDP], Blue Card [free parking place], Disability Allowance/Pension, <i>Aġenzija Support</i>) - Community /NGO support services related to special needs and circumstances (Inspire, Arka Foundation, <i>Dar il-Kaptan</i>, <i>Id-Dar tal-Providenza</i>)
Substance Abuse Within The Family	<ul style="list-style-type: none"> ▪ Family well-being and tobacco use and substance abuse in the family ▪ Prevention and support services provided by the state and NGOs 	<ul style="list-style-type: none"> - Physical and social health implications, and financial implications of tobacco use and alcohol use and abuse for users/abusers and family members - Awareness of the basic prevention and support services offered by <i>Aġenzija Appogg</i> and <i>Sedqa</i>.
Influences on Individual And Family Lifestyles	<ul style="list-style-type: none"> ▪ The social, cultural, economic and technological influences on individual and family lifestyles 	<ul style="list-style-type: none"> - The implications of the following factors for individual and family lifestyles: <ul style="list-style-type: none"> - <i>Social (shifting values and changes in family household structure)</i> - <i>Cultural (mixed denominational marriages, inclusion of refugees and immigrants within the community, the impact of tourism and family holidays)</i>

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Influences on Individual And Family Lifestyles cont.		<ul style="list-style-type: none"> - <i>Economic (striving for a higher standard of living, changing economic, domestic and child care roles of men and women, family members working or studying abroad)</i> - <i>Technological (the availability of new appliances, security services and household management strategies)</i> - <i>Leisure activities (greater variety in opportunities and facilities to use free time individually and as a family)</i>

Habitat And The Environment

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Factors That Affect The Choice Of A Home	<ul style="list-style-type: none"> ▪ Rationale for choice of locality and implications of choice 	<ul style="list-style-type: none"> - The area chosen for setting up home (e.g. urban, village or countryside) and implications of such choice regarding privacy, space, accessibility to amenities, parking problems, air quality, proximity of green areas and open countryside
Different Types Of Living Accommodation	<ul style="list-style-type: none"> ▪ Different types of dwellings available locally ▪ Social Housing ▪ Identifying and accessing available housing 	<ul style="list-style-type: none"> - Basic advantages and disadvantages of living in an apartment, maisonette, terraced house, house of character, or farmhouse - Renting or buying a home - advantages and disadvantages of the two different ways of acquiring a home with reference to the Maltese context - Definition and purposes of Social Housing (prevention of poverty [financial issues, social exclusion], provision of equity [individuals with special needs - disabilities, elderly, families with young children], improvement in quality of life [individuals with special needs - disabilities, elderly, families with young children, families with members with chronic illness, structural changes in bathrooms, kitchens]) - Sources of information on availability of property for purchase or rental - Advantages and disadvantages of using the different sources of information

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Housing Needs	<ul style="list-style-type: none"> ▪ Suitable housing and layouts for different stages of the life-cycle, for different lifestyles and for different personal and family circumstances ▪ Safety in the home ▪ Security measures in the home 	<ul style="list-style-type: none"> - Basic housing needs of different individuals, families and groups of people - Different types of dwellings suitable for different lifestages (students, youth, young couples, young families and elderly persons), different lifestyles (persons who run a family business within the home, plus persons who work from home – office/desk-related; craft/hobbies-related; private tuition to small groups) and different circumstances (parent or sick relative moving in with family, family; family has a member who has special needs) - Strategies for making the best use of space available - Strategies to ensure accessibility of homes considering the needs of persons who are physically challenged and to meet specific circumstances in family lifestyles and lifestages, such as families who run a home-based business, or families with young children or elderly members - The importance of safety in the design of living accommodation in relation to children, persons who are physically challenged and the elderly - Structural and design strategies, and installation of equipment to ensure security of the family home
Financial And Legal Aspects Of Acquiring Housing	<ul style="list-style-type: none"> ▪ Financial and economic considerations and legal processes in relation to obtaining a home 	<ul style="list-style-type: none"> - Economic factors that influence the type of home chosen - Costs incurred when buying or building a home (real estate agent fees, <i>sensarija</i>, notarial and lawyer's fees, stamp duty, different expenses incurred when buying shell versus finished property) - Ways of raising money for acquiring and finishing a home (e.g. bank home loans, short-term bank loans, borrowing from relatives)

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Financial And Legal Aspects Of Acquiring Housing cont.		<ul style="list-style-type: none"> - Short- and long-term implications of borrowing money (individual/ couple has to keep on working [perhaps even when there are infants and young children in the family]; a 40 year loan might still be being paid up till you reach retirement age; potential source of stress if repayments not possible due to extraordinary circumstances) - Basic steps in the legal and formal process of buying a home - The meaning and functions of promise of sale (<i>konvenju</i>), contract, ground rent, (<i>čens</i>), home insurance, life insurance (Mortgage Protection Policy) - The importance of signing a lease in front of a notary when renting a home
Environmental Issues And Protection	<ul style="list-style-type: none"> ▪ Responsibilities of nations, industry and consumers towards the global natural environment ▪ Economic, aesthetic, environmental and health implications of pollution and related preventive measures 	<ul style="list-style-type: none"> - Global concerns, such as global warming, the depletion of the ozone layer, acid rain, an adequate supply of safe water and energy for all - Strategies which can be adopted on an international, national, family and personal level in order to deal with these problems - Basic definition and function of 'Environmental Impact Assessment' (i.e. assessing the impact of a physical structure on the quality of the natural environment and on the health [physical and social] of communities and individuals; to safeguard the quality and health of the natural environment and of communities and individuals) - Alternative forms of energy production and their impact at household and national levels: knowledge of various forms available internationally, but focus on more locally viable solar and wind energy, biomass and biogas (methane/landfill gas and biodiesel) - Basic advantages and disadvantages of solar water heating systems, photovoltaic panels, domestic wind turbines

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Environmental Issues And Protection cont.		<ul style="list-style-type: none"> - Chemicals which contribute towards global warming and outdoor pollution (to name a max. of 2 from carbon dioxide, carbon monoxide, lead, sulphur dioxide nitrogen oxides, hydrocarbons, dioxins) and ways in which these can be reduced - Indoor pollutants (to name 1 of tobacco smoke, cleaning products) - Solid and liquid household waste disposal in Malta: <ul style="list-style-type: none"> - <i>The function of water treatment plants (filtration to create second class water, water for irrigation)</i> - <i>Bring-in sites</i> - <i>Civic Amenity sites</i> - <i>Bulky refuse collection</i> - <i>Definition and purpose of engineered landfill</i> - <i>The impact of dumps and landfills (engineered and reclaimed quarries) on the environment and on the nation's health and economy</i>
Sustainability And The Conservation Of Natural Resources And Energy	<ul style="list-style-type: none"> ▪ Individual and family practices that contribute towards the sustainability of the local and global environment. 	<ul style="list-style-type: none"> - Definition of sustainability - The role of the individual and the family to conserve natural resources, mainly non-renewable sources of energy, water, soil and limestone - The choice of goods and services which safeguard the natural environment, namely: goods and services which help save on energy and water, and/or are derived from sustainable sources (wood, paper, food) - Practising the traditional 3 Rs, - Reduce, Reuse, Recycle
Water Quality	<ul style="list-style-type: none"> ▪ Sources of potable water and ensuring a safe supply 	<ul style="list-style-type: none"> - Sources and types of water available locally (tap, bottled, well water) - Safety issues (basic national regulations re water safety - chlorination, control of dissolved solids with particular reference to nitrates, sodium, chlorine, lead; ensuring safety within the home – securely covered water tanks; mains water for drinking/cooking); - In-home filtration (types of filters: filter jugs or domestic reverse osmosis units)

Management Of Resources

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Consumer Behaviour	<ul style="list-style-type: none"> ▪ Factors which influence consumer buying behaviour 	<ul style="list-style-type: none"> - Personal influences: knowledge, ability, likes and dislikes, emotional factors, values - Social influences: gender, family roles, social status, cultural trends - Economic influences: income, price, interest charged for hire purchase, saving and borrowing patterns - Environment related influences: Considerations of impact on the environment of purchasing decisions (food, clothing, personal hygiene, transport) - Marketing and retailing influences: promotional strategies, such as targeted advertising, direct mail, in-store promotion, e-marketing; the changing nature of retailing, such as tele-shopping, online shopping
Consumer information	<ul style="list-style-type: none"> ▪ Sources, regulation and use of different forms of consumer information 	<ul style="list-style-type: none"> - Types of, and advantages and disadvantages of, sources of information about goods and services: to include the mass media, online sources, printed material, family members, friends and sales personnel - Legislation regarding types of labelling of goods and services (food labelling, textile labelling, eco-labelling [recycled/ recyclability labels, green dot, energy label on electric appliances, EU eco-label], EC safety label): what should be included on packaging and labelling; understanding and interpreting this information - Features of misleading advertising and the role of the Consumer and Competition Division to regulate such type of advertising - The critical evaluation of advice and information on goods and making comparisons re toiletries and detergents, electrical appliances, clothing and toys - Criteria for choosing different home appliances; assessing suitability for family needs

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Financial Management	<ul style="list-style-type: none"> ▪ The family income ▪ Types, functions and implications of saving, investing, borrowing, credit and debt ▪ Types and functions of different insurances 	<ul style="list-style-type: none"> - Definitions of gross income, disposable income, non-wage income - Budgeting to suit different lifestages (teenagers, engaged couples, young families, families with older schoolchildren, families at pre-retirement, elderly couple, elderly individual) and situations (chronic/serious health problems, illness; single parenthood; unemployment) - Sources of financial advice for saving, investing, borrowing, credit and debt (commercial banks, MFSA, private companies) - Uses and limitations of saving and investing options to include key factors, such as long- and short-term costs, flexibility, risk and protection - Uses and limitations of a range of credit (borrowing) options currently available locally and their suitability for individuals and families at different lifestages. - Causes and implications of running into debt and living on credit - Different types of insurances (buildings and contents, car, health) and their use for individuals and families in different lifestages or having certain lifestyles - The function of life insurance versus life assurance policies
Shopping Venues And Purchasing Methods	<ul style="list-style-type: none"> ▪ Traditional and modern ways of purchasing goods ▪ Different ways of paying for goods and services 	<ul style="list-style-type: none"> - Advantages and disadvantages for different family members, different groups of people and different family lifestyles of traditional versus modern methods of purchasing (e.g. online shopping, tele-shopping, mail-order, chain stores, supermarkets, shopping malls) - Consumer rights in doorstep and distance shopping (e.g. delivery period, cooling down period) - Methods of payment and financial transactions: e.g. cash, debit cards, credit cards (including function of chip and pin), store/loyalty cards, pre-paid cards, tele-banking, internet banking - Function of EPOS and bar codes - Basic features of secure electronic transactions

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Consumer Rights And Responsibilities	<ul style="list-style-type: none"> ▪ Local regulations concerning the purchase and use of goods and services. ▪ Local statutory bodies and organisations which safeguard consumers rights 	<ul style="list-style-type: none"> - Knowledge of consumer rights and responsibilities. - Legal and Commercial guarantees - Methods of redress when problems arise (with retailer or service provider in person, over the phone, or via a letter; through the Consumer and Competition Division; through special service/column offered by local newspapers - The function of the Consumer Claims Tribunal, Consumer Association, and European Consumer Centre (ECC)

Paper 2 Food, Nutrition and Health

Food, nutrition and health are a closely related field of study. The study should integrate nutrition and food technology within the historical, social, economic, and scientific perspectives and through these develop an understanding of their application to modern society.

CONTENT

Nutrition

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Protein	<ul style="list-style-type: none"> ▪ The basic chemical elements and physical structure of proteins ▪ Amino acids as the final products of digestion ▪ Essential/indispensable and non-essential/dispensable amino acids ▪ The biological value of protein ▪ The complementary effect of plant proteins ▪ The properties and digestion of proteins 	<ul style="list-style-type: none"> - Chemical elements and physical structure (chains of amino acids; fibrous and globular proteins) - Some examples of proteins in the body - Three examples of essential/indispensable and non-essential/dispensable amino acids, including histidine as the amino acid essential for children - The need for adequate daily intake of essential/indispensable amino acids - Examples of foods of high and low biological value - Soya protein as an alternative high biological value protein - Examples of the complementary effect of plant protein foods - Properties of proteins - The changes that occur to the structure of protein during preparation and cooking of food - The digestion and metabolism of Proteins
Carbohydrates	<ul style="list-style-type: none"> ▪ The basic chemical elements and physical structure of carbohydrates 	<ul style="list-style-type: none"> - Chemical elements and physical structure (simple diagram of a glucose unit and conversion of monosaccharides to disaccharides)

