SAMOA SECONDARY SCHOOLS CURRICULUM STATEMENT FOOD AND TEXTILES TECHNOLOGY

SÄMOA SECONDARY SCHOOL CURRICULUM YEAR 9-12

Curriculum Materials and Design Division

Ministry of Education, Sports and Culture

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INTRODUCTION

Today in our society, the labour market promotes life skill learning in order for local citizens to be more creative and productive. In schools, vocational subjects are the pathways where students learn these life skills for them to be successful in the future. One of the subjects introduced in the Samoa National Curriculum for Secondary Levels is Food and Textiles Technology (FTT). Students studying FTT are given the opportunity to learn about where their food comes from, how it is produced and how they can prepare it. Similarly for textiles, students learn where the materials they use are from, how they are produced and how they can design them.

Classes focus on allowing students to acquire a wide range of knowledge and skills within a diverse range of optional topics. The major focus of classes is on developing students' practical skills and learning new techniques. Sub-strands or unit topics include food, health and nutrition, hygiene, safety, developing skills and techniques in food preparation using appropriate equipment.

In textiles students are allowed to develop their capacity to make decisions, solve problems and develop critical thinking skills. Lessons focus on developing student knowledge of the techniques required to build various textile items such as school bags, pillow cases, and clothing items. Students are given the flexibility to add their own creative 'twist' to items as they sew. Sustainability is a key focus where students can discover the importance of recycling, reusing and reproducing textile items.

FTT gives students opportunities to discover and further develop their critical and creative competences that in turn improve individual and family wellbeing. The FTT curriculum includes clothing, consumerism, community services, design, families, fashion, food, food science, health, human development, living environments, management, nutrition, textiles and much more.

STRUCTURE OF THE CURRICULUM STATEMENT

The *Sämoa Secondary Curriculum Overview* Document, which outlines the framework of underpinning principles and required learning areas; and a set of subject curriculum statements which define the learning principles and achievement aims and objectives which all Sämoan schools are required to follow.

This curriculum statement sets out the progressions of skills and knowledge for students in secondary schools in Sämoa. It applies to:

- ✤ all secondary schools in Sämoa;
- all students irrespective of gender, ethnicity, belief, ability, social or cultural background;
- ✤ Years 9-12 of secondary schooling.

Each school provides programmes of learning which may be part, or all of the national curriculum in response to local needs, priorities and resources. The FTT Curriculum Statement provides a basis for teachers to plan programmes for teaching FTT in secondary schools. The learning programmes developed by schools must provide the experiences and opportunities for students to achieve the standards that are included in the national curriculum.

The way this curriculum statement is organised provides information for teachers, students, parents, family and the wider community, on what students are expected to be able to do in each year of secondary schooling.

All national subject curriculum statements are organised to show the:

1. General Aims of the subject curriculum

2. Organising Strands of the curriculum

3. Sub-Strands that organise the learning within the strands

4. Major Learning Outcomes to be achieved at each year level.

The structure of the FTT Curriculum is illustrated in the diagram on the next page.





Key Principles

The National Curriculum Framework lists key five principles which underpin all aspects of the Samoan education including the development of the curriculum. They are:

Equity

Equity require that the system will treat all individuals fairly and justly in provision of educational opportunities. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behavior, and results from complex interplay of professional and technical factors, and social cultural practices. Policies promoting these will focus on the learning institutions and specifically on day to day classroom practices including monitoring, assessment and reporting of students outcomes and teaching effective

Relevance

Relevance in education implies a system which is meaningful, recognised, applicable and useful to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, the community and nation,

Efficiency

Efficiency in education is demonstrated by leadership and management practices which ensure optimum use of resources (human, financial and material) at all levels, efficient service delivery, effective communication and coordinated and transparent decision making. Policies will reflect the need to be both efficient and effective.

Sustainability

Sustainability requires the wise utilisation of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values, trust, integrity and a sense of responsibility for the common good in community and national development will be promoted.

CURRICULUM PRINCIPLES

This Food and Textiles Technology (FTT) curriculum is based on the Principles of the Sämoa Secondary School Curriculum as stated in the Sämoan Secondary School Curriculum Overview Document. The Principles are that the curriculum:

- provides a challenge for all students, reflects the need to be inclusive and allows for individual differences;
- fosters and enhances the self-concept of all learners, and encourages them to be self-directed in their learning;
- provides all learners with a broad and balanced general education;
- will be based on what is best in Sämoan tradition: fa'a Sämoa;
- will be responsive to change so that it is relevant to the needs of the individual learner, the well-being of the community, and ultimately to national development;
- provides for flexibility taking into account the context in which schools operate and the resources available to them;
- establishes a direction for learning and ensures that each learner's school experience progresses in a systematic and coherent way;
- promotes the presentation of essential knowledge by means of a systematic bilingual methodology;
- promotes language learning in all areas of the curriculum;
- encourages the use of good assessment practice.

GENERAL AIMS

The general aims of the FTT curriculum are to provide opportunities for students to: :

- develop their knowledge, skills, creativity and understanding in Food and Textiles within the family and cultural settings;
- Provide experiences using technological practice to solve every day problems and enhance the Soifua Maloloina (health and wellbeing) of self and others;
- Give students the knowledge and skills to make informed decisions as consumers, thereby maximising the resources available to the individual and families;

• Increase the awareness of career opportunities in the areas of Food and Textiles.

STRANDS

The curriculum statement is divided into six strands. The strands are:

- The Design Process
- Food and Nutrition;;
- Caring for the Family
- Consumer Responsibilities;
- Design and Textiles
- Communication in Food and Textiles Technology

The use of technological practice to meet everyday situations is an essential part of the curriculum. Teachers are encouraged to consider the application of technological practice when delivering units of work.

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SUB-STRANDS

Each strand has a sub-strand which drives the major learning outcomes of Food and Textile Technology. The Major Learning Outcomes establish a clear and structured progression of Key Learning Outcomes that span the years 9-12. They provide an overview of the expected learning in each strand. Many Food and Textiles situations are a mix of activities and therefore, a range of Learning Outcomes from some or all of the strands may be woven together into learning situations. This integration enables teachers to develop units of work which best meet students' needs and enriches their experiences. It also enables students to see connections between the different aspects of the subject and enable them to apply technological practices in solving and meeting life's challenges.

From their study of the **Design Process** students will understand:

- The principles of the design process;
- The design decisions in products developed by themselves and others;
- How to apply imagination and creativity to solve practical problems.

From their study of **Food and Nutrition** students will develop their knowledge, skills and understanding of:

- Keeping food safe;
- Food nutrients and their application in food preparation;
- Food budgeting.

From their study of **Caring for the Family** students will develop their knowledge, skills and understanding of:

- The changing nature of families;
- The effect of lifestyle on family members;
- The responsibilities that family members have to each other.

From their study of **Consumer Responsibilities** students will develop their knowledge, skills and understanding of:

- The rights and responsibilities of consumers;
- The responsibilities of service providers;
- Resource management

From their study of **Design and Textiles** students will understand:

- Fibres and fabrics;
- Techniques and processes of textile projects.

From their study of **Communication in Food and Textile Technology** students will participate effectively through developing:

• Oral communication skills

- Written communication skills
- Skills to apply, investigate, research and report technological practices

MAJOR LEARNING OUTCOMES

The learning outcomes relating to each of the key learning outcomes outline the knowledge and essential skills which students develop as they learn FTT. Most learning outcomes relate to a specific content area.

In the strand **Food and Nutrition**, there are two key learning outcomes which are not linked to a specific content area. These are "Personal Hygiene and Safe Food Practices" and "Techniques and Processes with Food". They are listed at the end of the specific aims "Keeping Food Safe" and "Food Nutrients and their Application in Food Preparation". These two key learning outcomes relate to skills that are essential in all activities involving food preparation.

In Years 9 and 10 students develop basic skills in these two areas. In Years 11 & 12, as the practical activities relating to food become more complex, the skill level of students is extended.

APPROACHES TO TEACHING AND LEARNING

The national curriculum is aimed at enabling students to learn. Learning is a process by which new understandings are constructed. Students learn best when they take action themselves to generate and create meaning and to apply the new knowledge in meaningful situations.

Teaching practices must aim for effective learning to take place in the classroom. Students are more likely to be engaged in effective learning if teachers use interactive activities such as discussion, investigation and reflection, problem solving, and peer work. These types of activities help students to think deeply about the content they are learning and demonstrate they are learning through interaction.

There are also general approaches that are part and partial of everyday teaching and learning. These approaches include, but not limited to the following:

- ✓ discussing with students the achievement objectives and learning outcomes and success criteria to achieve them.
- ✓ recognizing that learning is demonstrated and communicated through oral and written academic language that should be explicit and articulate.
- ✓ adopt the three R's Read, Research and React as a proactive strategy for

studying ahead of schedule. Read the material before the teaching is delivered, research by finding out more about what has been read and then react by self-testing one's own understanding, and noting down what is not understood to discuss with teachers.

 ✓ allowing ample time to provide feedback and formulate responses and actions to eliminate obstacles to students' progress and/or enhance successful learning.

ASSESSMENT AND EVALUATION

Assessment is the process of gathering meaningful information that is used to makejudgements. Judgements can be made on aspects such as learners' performance against the achievement objectives and the quality and effectiveness of learning programmes. Assessment and evaluation of Food and Textile Technology teaching and learning must reflect the principles in the Sämoa Secondary Curriculum:

The National Curriculum framework recognises the relationship between all aspects of a curriculum and methods of assessment because assessment is the cornerstone of outcomes-based learning in all subjects and it is an integral part of teaching and learning in every classroom. It is the process of collecting and evaluating evidences of students' learning in order to determine the progress of students, and to inform judgements and interventions to improve students' performances.

An outcomes-focused approach to assessment should involve, but not limited to the following:

- constructing a range of assessment practices to provide useful information on students' progress against the achievement objectives stated in the curriculum.
- encouraging the use of local resources and improvising by using what is available for projects, experiments and research.
- promoting and encouraging skills and knowledge internal assessments such as independent or individualized research/projects, oral presentations to test students' knowledge and understanding of the curriculum, practical experimenting with oral and written communication of findings etc.,
- keeping assessment and evaluation as an ongoing process where feedback comments are provided to the students on a timely basis and interventions and other support are provided wherever and whenever needed.
- timely reporting to parents or guardians of students' performances so that parental support is involved in the push to improve where needed.
- providing opportunities for students to be involved in the planning of the assessment of their own work.
- construction of written assignments, tests and examinations to include questions that tests individual interpretations of a situation i.e. where there is no set right answer. Such assessments encourage the students to think beyond just rote recalling of formulars, calculations and concepts.

 ♦ (add a relevant scenario for FTT – eg; providing opportunities for students to explore and experience related to FTT, methodologies that consider global impacts of climate change etc.,

Assessment, learning and teaching as an ongoing process is illustrated by the following diagram:



There are three purposes for assessment:

- I. <u>Assessment for learning</u>: these assessments should be diagnostic and feedback assessments (classroom activities/homeworks/assignments) so the teacher can improve the teaching and learning by diagnosing the learning strengths and weaknesses of students before the teaching and learning continues. The results of diagnosis should enable the teachers to give constructive feedback and formulate activities and responses to improve the learning where needed and ensuring the learning proceeds satisfactorily.
- II. <u>Assessment as learning</u>: these assessments are learning outcomes based. Activities are constructed to test the students' understanding of the learning outcome expected of them. Constant and timely feedback must be provided so that students are aware of their responsibilities as learners.
- III. <u>Assessment of learning</u>: these assessments are summative tests and examinations that take place at the end of a unit or strand or end of a term. It is equally important as the other assessments above, that the feedback for students to be constant and timely so that ample opportunities and time for students to react and contribute to correcting or improving their own learning are provided.

Good assessment practices should be fair, valid, open, reliable and manageable.

ESSENTIAL SKILLS

Essential skills are the broad skills that are developed throughout the years of schooling. The essential skills are developed as a result of the quality of the experiences provided in all classroom and school activities. They are used by students in all school activities as well as in their social and cultural world outside the school. Sāmoa's National Curriculum Policy Framework specifies seven essential skills.

The Food and Textile Technology Curriculum involves students in using technological practice to help:

- Overcome a persons's everyday food, textile, family or consumer problems;
- Solve bigger issues that affect the family and community.

Technology integrates knowledge and skills from other curriculum areas apart from the specific skills related to Food and Textiles. This provides the opportunity for all the essential skills to be covered. The essential skills most consistently applied in Food and Textile Technology are communication, information, problem solving, social, self-management, physical and work and study skills.

The term 'Design Brief' is often used to describe the process of presenting to students a problem or issue that needs to be solved. The Design Brief states the requirements of an individual or group of people wanting a particular human need or want satisfied. The individual or group of people whose need is attempting to be met is sometimes referred to as the client or customer.

Communicating effectively

Communication underpins all learning and includes reading, writing, speaking and listening, visual and graphic representation, non-verbal communication and the use of number and data to convey meaning. In FTT, this means that students are required to read, write, discuss and develop the skills of discrimination and critical analysis when they interpret oral, written and visual texts. It also requires students to be competent in using information and communication technologies essential for participation in society.

Solving problems

This involves the use of enquiry and reasoning, gathering data and processing information, posing creative solutions and evaluating outcomes. Mathematical concepts and skills are often used when solving problems. In FTT, this means that the students will develop the ability to gather, interpret and use information, determine its relevance, and present it constructively and appropriately, as a basis for solving problems and making decisions. The interpretation and writing up of information

presented in recipes, instructions, designs, and presenting information, is an integral part of both visual and written strands of FTT.

Utilising aesthetic judgment

This involves the use of visual and performing arts as a means of expression and requires an appreciation of the aesthetic value of objects and experiences. In FTT, this means that students will be able to develop artistic and creative skills through visual language, journal writing, story-telling, dramatisation and other opportunities presented which require individual innovation and creativity.

Developing social and cultural skills and attributes

The capacity to operate socially and to work effectively with others is an essential skill. It requires an understanding of context, cultural norms and expectations and the ability to negotiate and reach consensus. It also involves individuals developing ethical behavior and values including an informed understanding of the issues associated with gender. In FTT this means recognising the importance of social and cooperative skills for learning and language development. Many of the approaches to learning and teaching FTT include group and cooperative activities that are designed to help students develop their ability to use language and communicate with others. This statement also recognises the need for students to develop respect for individual differences, and to participate in a range of social and cultural settings.

Managing oneself and developing work and study skills

Students need to be able to manage their time effectively to allow them to pursue personal, spiritual, sporting and academic interests. They need to know how to resolve conflict in constructive ways that allow all involved to feel that they have been treated with fairness and respect. They need to take personal responsibility for their choices and actions and learn from both their mistakes and successes. This includes responsibility for personal health and fitness. These are an integral part of any language programme. Students should take responsibility for their own learning and for working independently and in groups. Learning and teaching programmes must provide opportunities for self-monitoring and self-evaluation and enable students to set goals for themselves.

Integrating knowledge

While learning areas are used as the organisers of knowledge, the prime purpose of education is for students to understand the world around them and see the links between the various areas. This requires a deep and thorough understanding of subjects so the knowledge gained can be linked to experience and complex interrelated understandings developed.

In FTT this means language learning and teaching programmes should incorporate integrated, holistic approaches, and use a combination of approaches. Sharing productions, expressing students' own experiences orally and in writing, using guided reading texts, and writing in different genres are examples which involve the integration of design brief. Importantly, when making sense of what they hear, read and view, students need to bring together their experience and knowledge of how texts work in order to develop a project.

EFFECTIVELY USING TECHNOLOGY

Technology involves the development of the skills and knowledge used to make and construct objects and products used in day-to-day living and in the pursuit of special interests. It involves modifying the environment. In Food and Textiles, technology is the application of knowledge, skills and physical resources to practical situations. It involves process and design technology. Students will apply the knowledge and skills to design, make and improve objects, systems and resources found in their environment in order to solve problems encountered in this subject area.

Technology also involves the use of information technology used to access information stored electronically. Over time, information technology will become more widely available and be increasingly used in all areas of the curriculum to create, locate and store information.

LANGUAGE AND LEARNING

The language associated with learning in subject areas is often abstract and demanding for any learner. Learning is even more complex for students who must learn through the medium of their second language, English. Second language learners of English are required to develop their English language for school learning at the same time as learning the subject content. They are expected to use English to reason through to conclusions, read and understand design briefs, develop arguments, analyse, synthesise and evaluate ideas. Furthermore they are assessed in English on how well they express themselves either orally or in writing. Students who learn English as their second language may take at least 5 to 7 years to develop English language skills for academic learning compared to their peers for whom English is the first language.

All students must develop the language associated with learning in Food and Textile Technology. Teachers in all subject areas are teachers of language. In practice this requires Food and Textile Technology classroom programmes to have specific language objectives. The language that students will need in order to understand and talk about Food and Textile Technology content and to participate effectively in learning activities should be identified and taught together with the appropriate content. In this way language is developed in relevant and meaningful contexts.

LANGUAGE FUNCTIONS ACROSS SUBJECT AREAS

Language functions refer to the purposes for which language is being used. For example, language can be used to express and respond to greetings, give reasons, give instructions, ask for help and so on. There are a number of language functions necessary for understanding content across the curriculum. A lot of language functions are common to all subjects. For example, whether students are learning

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about soil erosion in Agricultural Science or food spoilage in Food and Textile Technology, central to both topics is the concept of cause and effect and the language function involved is Expressing Cause and Effect. The words and sentence structures used to express the same language function in different subjects will be the same.

The table on this page lists language functions as required in the achievement objectives within and across the applied subject areas.

Language Functions	Agricultur	Food	Busines	Health
	al	and	s	and
	Science	Textiles	Studies	Physical
Defining	Ì	Ì	Ì	Ì
Expressing cause and effect	Ì	Ì	Ì	Ì
Classifying	Ì	Ì	Ì	Ì
Describing				
§ Features				
§ Behaviours	Ì	Ì	Ì	Ì
§ Properties		A	-	I
§ Functions				
§ Roles				
Comparing and contrasting	Ì	Ì	Ì	Ì
Giving reasons	Ì	Ì	Ì	Ì
Giving instructions	Ì	Ì	Ì	Ì
Asking questions as in	Ì	Ì	Ì	Ì
Describing change	Ì	Ì	Ì	Ì
Explain how: a natural	Ì	Ì	Ì	Ì
process, a mechanical process				
Stating principles	Ì	Ì	Ì	Ì
Expressing relative	Ì	Ì	Ì	Ì
Making a judgment	Ì	Ì	Ì	Ì
Explain why e.g. a	Ì	Ì	Ì	Ì
Giving examples	Ì	Ì	Ì	Ì
Expressing conclusions	Ì	Ì	Ì	Ì
Expressing requirements	Ì	Ì	Ì	Ì
Predicting	Ì	Ì	Ì	Ì
Hypothesising e.g a design	Ì	Ì	Ì	Ì

COMMUNICATION SKILLS

Communication skills are essential for all students to develop. Students need to be able to interpret and critically evaluate information that is received either by listening, reading or viewing. They also need to be able to communicate clearly, confidently and appropriately through speaking and writing, and through other forms of communication and technologies. The development of these skills needs to be supported in all areas of the curriculum. Like language skills, communication skills required in the achievement objectives need to be identified and taught together with the appropriate content.

LANGUAGE AND COMMUNICATION

The language and communication achievement objectives highlighted in this curriculum statement are based on the types of texts students are required to understand and produce during a year's programme in Food and Textile Technology.

Although the achievement objectives are subject related, they are linked to language and communication skills being developed through the Sämoan Language Curriculum and English Language Curriculum. They are highlighted here because in addition to language being developed during Sämoan and English classes, there is a very real need for subject teachers to give attention to the language requirements of their subjects. Guidelines for teaching the language of different types of texts are included in the teachers' manuals.

The achievement objectives are organised under two broad strands: Oral Language Communication and Written Language Communication. The achievement objectives for each year level are determined by the content objectives of all the other strands. Students should achieve these objectives through the learning activities undertaken for the other strands in the year level.

LEARNING PROGRAMMES IN FOOD AND TEXTILE TECHNOLOGY

Learning programmes therefore should have these features:

- a planned integration of content and language learning in interesting contexts;
- the provision of opportunities for students to use language for both social and academic purposes;
- a balanced use of listening and speaking, reading and writing; viewing and presenting through a range of activities that promote learning and the skills of communication;

- focused instruction on language structures found in Food and Textile Technology from word forms and meanings to sentence patterns, to the way information or ideas are grouped and connected into longer texts;
- opportunities in learning activities for students to interact with others in both Sämoan and English;
- frequent opportunities for meaningful interaction between teachers and students;
- teachers providing good models of language use and a balanced use of Sämoan and English separately.

INCLUSIVE EDUCATION

The Ministry of Education, Sports and Culture is committed to providing high quality inclusive education to all Samoan students within a school culture based on respect and acceptance. A key component of quality education is the provision of appropriate programmes and support for a diverse range of students in the gifted range. The principle that '*All students can be successful learners*' recognises that all students can succeed when they are provided with sufficient time, support and effective teaching. This ensures that the aims of social justice and equity are seen in practice as all students, irrespective of race, ethnicity, disability or socio-economic background can achieve quality educational outcomes. It acknowledges the right of all students to be successfully enrolled in schools and experience success through participating in inclusive educational programmes.

For all students, the need to cater for their individual needs and develop appropriate skills, knowledge and personal attributes through a holistic approach to learning is at the centre of all educational programmes. All students have the right to be included in their local school where they will have the opportunity to access the rich social and cultural setting to best develop the social and cultural skills necessary to be included in the wider community.

It is the intent of this curriculum to be inclusive of all students. Therefore even when not specified, teachers should always take into the account the needs of those students with a disability.

GENDER

The Sämoa Secondary School Curriculum: Curriculum Overview requires education to be gender-inclusive. This means that students should not be excluded from developing good self-esteem or from participating fully and successfully in learning because of narrow gender stereotypes.

Materials used with this curriculum must give learners the opportunities to understand

how men and women and girls and boys can have a wide range of occupations, tasks and responsibilities. Materials must also use gender-neutral language where possible.

School programmes and classroom learning tasks should reflect the diversity of roles available to women and men and girls and boys. Teachers need to ensure that gender is not an obstacle to learning success or individual value. To ensure this, Food and Textile Technology programmes will:

- include the interests, perspectives and contributions of both females and males in programme content, resources and methods of teaching;
- ensure that both females and males use Food and Textile Technology equipment and take part in investigations and practical work;
- ensure that both females and males take active and valued leadership roles in activities;
- ensure females and males have equitable access to resources, including teachers' time, learning assistance and technological equipment.

Food and Textile Technology Strand, Sub-Strand and Learning Outcomes by Levels

STRAND 1: DESIGN PROCESS

SUB-STRAND: Design Principles

MAJOR LEARNING OUTCOMES: From their study of THE DESIGN PROCESS students will understand and use

- the principles of design through the design process developing an understanding of
- * how designers and
 - technologists work * how imagination and creativity can solve practical problems
- * the role evaluation plays in creating an end product system:
- the design decisions in products developed by themselves and others.

YEAR 9	YEAR 10	YEAR 11	YEAR 12
Students	will be able to investigate and de	velop their skills and understand	ing of:
Design principles when they:	Design principles when they:	Design principles when they:	Design principles when they:
 Explain the process of design; Identify the parts which make up a design brief and work through the design; Explore and use open and closed design brief to solve a problem Develop sound investigation skills and use 	 Use specifications in the development of a design brief; Interpret problems and understand specifications developed from a problem; Develop oral and written ways to communicate their design ideas Develop a design brief from a client or customer 	 Write a statement for a perceived need or situation; Resolve competing choices of materials, processes and equipment; Effectively communicate their design thinking and product proposals; Competently explain the purpose and construction of design 	 Write a statement for a perceived need or situation; Resolve competing choices of materials, processes and equipment; Effectively communicate their design thinking and product proposals; Competently
simple specifications to solve a	• Develop an	briefs.Develop a range of	explain the purpose and

basic need.	understanding of the constraints placed upon designers by the users or customers	design skills that demonstrates appropriate use of available materials and equipment;	 construction of design briefs. Confidently evaluate a product design to introduce business ideas and show them a big picture of business communication 	
STRAND 1: DESIGN PROC	CESS		-	
SUB-STRAND: How Desig	n Decisions are Applied to Dev	velop Products.		
MAJOR LEARNING OUT	COMES: From their study of THE D	ESIGN PROCESS students will ur	nderstand how design	
decisions are applied to develop products.				
YEAR 9	YEAR 10	YEAR 11	YEAR 12	
Studer	ts will be able to investigate and c	levelop their skills and understan	ding of:	
Design decisions	Design decisions when	Design decisions when	Design decisions when	
when they:	they:	they:	they: Confidently	
 Evaluate their own designs and those made by others; Secure and show them their own products by 	 Develop and use a range of perspectives from which to critique products processes and systems. Investigate the elements of design, 	 Confidently evaluate a product outcome in relation to the design specifications; Evaluate the strengths and weaknesses of products from different perspectives including, safety, health, 	 outcome in relation to the design specifications; Evaluate the strengths and weaknesses of products from different perspectives including, safety, health, 	

decisions and	function, fitness for	appropriate use of resources;	resources;
constraints. • Reflect on each stage of the design process;	 purpose; Explain the decisions and choices made in the design and manufacture of products made by themselves and others. 	• Evaluate product outcomes in relation to qualities of appropriateness, elegance, and simplicity.	• Reflect on product outcomes in relation to qualities of appropriateness, elegance, and simplicity.

STRAND 1: DESIGN PROCESS			
SUB-STRAND : Imaginatio	on and Creativity to Solve Pr	ractical Problems	
MAJOR LEARNING OUTCO	MES:From their study of THE DI	ESIGN PROCESS students will un	derstand and use their
imagination and	creativity to solve practical	problems.	
YEAR 9	YEAR 10	YEAR 11	YEAR 12
Students	will be able to investigate and d	evelop their skills and understand	ding of:
Problem solving when they:	Problem solving when they:	Problem solving when they:	Problem solving when they:
 Develop sound planning and management skills; Apply the design 	• Interpret a design brief and work confidently and independently through the design	• Accept the need to work within organisational structures in the production environment	• Investigate how to communicate with authority within the organizational structures in the production
process to the solving of practical	process using prototypes, models and	or workplace;Initiate a design brief from	environment or workplace.
 Appreciate the need to adapt to changing 	 Accept a need to modify and change 	a perceived need or situation;Investigate a range	• Initiate a design brief from a perceived need or situation:
situations or changes in materials or	ideas and approaches in response to changing	of solutions thoroughly;	• Investigate a range of solutions thoroughly

 equipment. Adopt a safe and responsible working practice toward themselves and others in the manufacture and development of their product. 	 circumstances; Work cooperatively in teams to resolve problems in the development or evaluation of products; 	• Defend the choices made of equipment, materials and processes.	• Defend the choices made of equipment, materials and processes.
STRAND 2: FOOD AND NU'	TRITION		
SUB-STRAND: Keeping Fo	od Safe.	AND NUTRITION students w	ill understand keeping
food safe.	MES.FIOII then study of FOOL	AND NOTRITION students w	in understand keeping
YEAR 9	YEAR 10	YEAR 11	YEAR 12
Students	s will be able to investigate and	develop their skills and underst	anding of:
Personal hygiene,	Principles	The effect technology	The impact of
safe food practices	underlying the	has on production and	technological
and methods of	preservation of food	preservation of food	developments on the
keeping seasonal food	domestically and	when they:	consumer's food
safe when they:	commercially when	• Research methods	choices when they:
• Describe the	they:	used to process raw	• Compare the function
importance of food	• Investigate the	foods and preserve	and nutritional
and personal	principles underlying	food commercially;	consequences of
hygiene practices	the preservation	e.g Freezing, Canning	commercial preservation
in producing safe	methods used for food	• Compare the quality,	of food e.g., Dehydration,
food;	in the past and	nutritional value, food	Canning;
• Explain the basic	present;	additives and standard	• Explain the need
principles	• Describe the causes	of packaging and	for regulations in

underlying	of food- borne illness	labelling of foods	the food industry
methods of	e.g., Bacteria, Viruses,	preserved	that relate to the
keeping food safe;	Parasites, Chemicals;	commercially in Sämoa	standards for safe
• Investigate the	• Evaluate different	with similar imported	food preparation
conditions that	preservation	foods;	e.g., personal,
cause food spoilage	methods, making	• Report on the	kitchen and food
and the effect on	recommendations	nutritional content	hygiene;
the consumer;	about the most	of commercially	• Report on the critical
• Explain the	suitable method;	produced foods	role of time and
principles	• Explain the role of	and the equivalent	temperature to
underlying the	food additives in	fresh food;	thawing, cooking
different methods	commercially	• Investigate the	and reheating of
of preserving	produced food;	Hygiene and Safety	food when catering
seasonal produce	• Compare the	regulations that exist	for others;
e.g., fruit and	nutritional value of	to ensure food	• Apply the Hygiene
vegetables;	fresh and preserved	premises	and Safety
	protein food e.g., corn	produce safe food;	Regulations for the
• Demonstrate a	beef, tinned fish;	• Make food products	food industry
method of		from unprocessed	when preparing,
preserving food for	Investigate how	ingredients and	serving or
later that uses the	micro- organisms can	compare the results of	packaging safe
technology	produce safe foods	making the same food	food for others;
available at home	for later use e.g.,	substituting some	• Demonstrate
e.g., fruit dried in the	fa'apāpā, bread,	ingredients with the	preserving a food in
sun or oven;	cheese;	ones that have been	bulk for marketing at
		commercially	a profit;
• Evaluate how		preserved;	Communicate
technology can save		Evaluate food	information about a

time, energy and	products against a	product produced by
money.	range of criteria e.g.,	using appropriate
	time saved, cost,	labelling; and safe food
	nutritional value,	practices when handling a
	appearance, flavour,	race of foods.
	texture;	• Evaluate food
	• Demonstrate personal	products against a
	and safe food	range of criteria <i>e.g.</i> ,
	practices with fresh	cost, appearance,
	and commercially	flavour,
	preserved	taste, texture, nutritional
	foods.	value, labelling;

STRAND 2: FOOD AND NUTRITION.				
SUB-STRAND: Food Nutrients and their Application in Food Preparation.				
MAJOR LEARNING OUTCO	OMES:From their study of FOOD	AND NUTRITION students w	ill understand food	
nutrients and the	ir application in food prepara	tion.		
YEAR 9	YEAR 10	YEAR 11	YEAR 12	
Students	s will be able to investigate and o	develop their skills and understa	anding of:	
The Dietary Guidelines for Good Health,	Nutrients working together in the body when they:	Macronutrients when they:	Micronutrients when they:	
a Health	• Explore the inter-	• Research the structure and	• Research the function of each in the body	

Promoting Model	relationship of	function of each in	e.g., minerals and
e.g. Food	nutrients, grouping	the body e.g., Protein,	vitamins;
Pyramid when	them according to	carbohydrates and	
they:	their purpose in the	lipids;	• Report on the
	body e.g., Iron and		interrelationship of
• Classify local and	Vitamin C for	• Establish the main	macro and
imported	haemoglobin;	sources and	micronutrients in
processed foods		recommended	the body;
into the	• Make	daily allowances of	• Discuss the
appropriate section	recommendations for	• Explore how each is	halanced diet in
of a Health	supplying good	digested and their	maintaining the
Promoting Model,	economical sources of	role in energy	digestion, absorption
giving reasons for	main indificients in	production;	and metabolism
classifications;	Give reasons for the	• Investigate the	systems in the body;
• Explore how the	variation in	factors that	• Carry out practical
food groups and	nutritional	determine the	activities to adapt
main nutrients fit	requirements of two	availability of these	and modify recipes
into each section of	different people <i>e.g.</i> ,	nutrients in our diet;	to maximise the
a Health	adult and adolescent;	• Carry out sensory and nutritional evaluation to	nutritional value of
Promoting Model;	• Carry out practical	assess how well food	food for the
• Describe the main	activities producing	prepared meets an	following groups of
functions of the	economic snacks and	individual's requirements	people with special
nutrients found in	meals that ensure all		dietary requirements
the different food	the essential nutrients		e.g., Athletes,
groups e.g., protein,	are represented;		Vegetarians,
carbohydrates, lipids,	• Carry out evaluation		Diabencs;
water, minerals and	to assess how well food		• Carry out a detailed

vitamins	prepared meets nutritional requirements	evaluation to validate the suitability of food made for
 Demonstrate appropriate cooking methods to show appropriate techniques and processes with foods 	and an individual's tastepreferences.Carry out practicalactivitiesincorporating	the dietary needs being met, making recommendations for any necessary improvements.
• Carry out practical activities applying meal planning principles to meet the different protein and carbohydrate needs of a range of individuals <i>e.g.</i> , <i>high energy user</i> , <i>a</i> <i>vegetarian</i> , <i>elderly person</i> , <i>a</i> <i>pregnant woman</i> .	processed and locally grown foods to prepare economical snacks and meals which reflect the principles of a Health Promoting Model <i>e.g.</i> , <i>sauces, soups, stir</i> <i>frying. Pastry</i>	

STRAND 2: FOOD AND NUTRITION

SUB-STRAND : Food Budgeting MAJOR LEARNING OUTCOMES: From their study of FOOD AND NUTRITION students will understand of FOOD BUDGETING

YEAR 9	YEAR 10	YEAR 11	YEAR 12	
Student	Students will be able to investigate and develop their skills and understanding of:			
Food	Ways to reduce food	Food budgeting for	Food budgeting	
Budgeting and	costs when they:	a family when	when catering for	
Budgeting	• Compare the cost of	they:	others when they:	
Skills for	locally processed foods	• Produce a nutritious	• Research	
expensive food	with similar imported	plan for a week's	economical	

items for the	foods and different	menu for a selected	nutritious balanced
individual	food outlets;	family living on a	recipes that could
when they:	Demonstrate making	specified budget;	be successfully,
 Identify the costs associated with food preferences; Explore economical ways of obtaining the nutritional food needs of the family <i>e.g., cheap sources of</i> <i>protein foods;</i> Demonstrate making economical nutritious snack foods for adolescents; Compare snack foods produced at home with similar purchased products. Compare and contrast the different methods of providing food in a rural versus urban 	 economical family meals for different situations that incorporate locally produced foods with pre-prepared foods; Evaluate how meal planning principles and budget constraints are met, making recommendations for any necessary improvements. Experiment with recipes that extend expensive food items Evaluate the cost of foods made, making recommendations for any necessary improvements 	 Analyse the proportion of the food budget spent on each food group; Investigate the cost of eating out in comparison with preparing similar food in the home; Demonstrate making economical meals for family occasions which meet the needs of individual family members; Apply knowledge of planning and costing; Evaluate the success of producing food for special occasions on a specific budget, making 	 prepared, cooked, and served in bulk; Apply knowledge of planning and costing when catering for others, making recommendations for change where necessary; Demonstrate making economical and appealing meals when catering for others; Evaluate the success of producing food for special occasions on a specific budget, making recommendations for improvement where necessary.

environment;		recommendations for	
		improvements where	
		necessary	
STRAND 3: CARING FOR	THE FAMILY		
SUB-STRAND: the changi	ng nature of families.		
MAJOR LEARNING OUT	COMES: From their study of CARI	NG FOR THE FAMILY studer	nts will understand the
changing nature	e of families.		
YEAR 9	YEAR 10	Year 11	Year 12
	Students will be able to investig	ate and develop their skills and	l understanding of:
The roles and	The role of the	Career opportunities in	The differing Soifua
factors that	individual in the	services related to the	maloloina needs of family
determine the	family when they:	changing needs of	members when they:
nature of families		families when they:	
 when they: Identify different types of families; Explain how traditional values and attitudes affect the practices of different family members; 	 Compare and contrast the roles and expectations that exist in Sämoa for different members of the family in both a rural and urban situation; Explore strategies for coping with the changing roles of different family members. 	 Research the career opportunities that exist in the area of caring for families e.g., social worker, child care, (nanny),, housekeeper; Care giver Compare and contrast the knowledge, skills and attitudes required to 	• Examine the food requirements of different family members <i>e.g.</i> , <i>pre</i> - <i>schoolers</i> , & <i>school children</i> , <i>pregnant woman</i> , <i>the elderly</i> , <i>sports people</i> , <i>active and passive</i> <i>workers</i> .
• Explore how the		work in two different	

Soifua maloloina (health and well- being) of family members is affected by technology STRAND 3: CARING FOR	THE FAMILY	services that support the family.	
SUB-STRAND: The Effect of MAJOR LEARNING OUTC of lifestyle on fam	of Lifestyle on Family Member OMES:From their study of CARII	e rs. NG FOR THE FAMILY student	s will understand the effect
YEAR 9	YEAR 10	YEAR 11	YEAR 12
Students	s will be able to investigate and	develop their skills and unders	tanding of:
The factors that	The causes and	The steps that can be	The suitability of different
affect the Soifua	methods of	taken at the National	types of clothing for the
maloloina (health	preventing Non-	level to improve the	• Discuss the health issues
and well-being)	communicable	lifestyle of family	related to the clothing
and how the	Diseases when they:	members when they:	needs of family members of
lifestyle and food	• Discuss the reasons	Review the Nutrition	various ages involved in
habits of the	for the increase of	Policy for Sämoa:	different activities and
family affect	NCD's in Sämoa;	• Discuss how the policy	• Investigate the
the Soifua	• Compare and	can affect the <i>Soifua</i>	expectations of the public in
Maloloina of	contrast the daily	maloloina of family	relation to personal
the individual	activity cycle and	members.	presentation of people
when they:	eating patterns for		employed in customer
Explore the role	an individual in a		tourism industry
the family plays	Sämoan family in		
in developing	the past and the		• Research the possible

the physical,	present;		causes & symptoms of
emotional.	· ·		the common NCDs,
social and			distinguishing from
spiritual aspects			common diseases e.g.
of Soifua			diabetes, high blood
meloloine in ite			pressure & gout.
maioloma in its			Make recommendations
habias the			about the part the family
alderly present			can play in reducing the
etaerty, pregnant			risk factors associated
motners;			with NCDs
Give examples of family members whose Soifua maloloina could be at risk <i>e.g.</i> , young child going to shop alone STRAND 3: CARING FOR SUB-STRAND: The Response	THE FAMILY sibilities that Family Members ha	we to Each Other.	ats will understand the
MAJOR LEARNING OUTC	COMES: From their study of CARI	NG FOR THE FAMILY studes	nts will understand the
responsibilities that	VEAD 10	NEAD 11	VEAD 12
ILAK 9 Student	s will be able to investigate and	develop their skills and unders	IEAK 12
The	Risk factors that need	Solutions to take	Under and over nutrition
responsibilities	to be considered when	some of pushloms	when they:
acception and with	to be considered when		· ·
associated with	taking care of different	related to family	• Investigate the factors in
caring for the	family members when		society that cause nutritional-

Soifua maloloina	they:	members when	related diseases;
(health and well- being) of different	• Research the risk factors associated	they:Research possible	• Make recommendations to
family members	with caring for	Soifua maloloina	personal, family and
when they •	family members who	problems associated	community/ society level.
Explain how the	have specific needs	with different family	
tasks in the home	e.g., elderly person	members e.g., pregnant	
can protect the	living alone;	women drinking	
health and safety of	• Communicate	alcohol/ smoking or	
others <i>e.g.</i> , <i>rubbish</i>	managing risk factors	food:	
disposal, cooking and	associated with	<i>Joou</i> ,	
storage of food, family	different family	• Make	
launary;	members;	recommendations	
• Compare and contrast how technological practices have been used in the past and present when carrying out household tasks.	• Demonstrate the safe use and care of available appliances which save time when looking after the family.	for overcoming the above problems associated with <i>Soifua maloloina</i> .	
• Describe the			
physical,			
emotional and			
social care needs			

of different		
family members		
e.g., babies, pre-		
schoolers, school		
children, teen-		
agers the elderly,		
pregnant		
mothers;		
• Apply problem		
solving skills to		
situations associated		
with the health needs		
of family members.		

STRAND 4: CONSUMER I	RESPONSIBILITIES		
SUB-STRAND: The Rights a	and Responsibilities of Consumer	'S	
MAJOR LEARNING OUTCO	MES:From their study of CONSU	JMER RESPONSIBILITIES st	udents will understand the
rights and responsi	bilities of consumers.		
YEAR 9	YEAR 10	Year 11	Year 12
Students	will be able to investigate and d	levelop their skills and under	estanding of:
Family members rights and responsibilities as consumers when they: • Describe the existing	 The decision-making process when they: Apply decision-making skills in a range of different retail situations relating to individual 	 Existing regulations policies for consumers when they: Explore the issues that can lead to personal grievances 	Catering and hospitality services when they: • Identify and compare the expectation of the public using the following facilities <i>e.g.</i> , <i>Hotels</i> , <i>Restaurants</i> , <i>Take away</i> <i>food establishments</i>

regulations and	and family choice/s;	and complaints.	
policies that relate to	• Investigate the effect	• Investigate the	
consumer rights and	of the media and	reasons for personal	
responsibilities in	advertising on the	grievances and	
Sämoa;	decisions made by	complaints.	
• Demonstrate the	different family	_	
skills needed when	members;		
making a complaint	• Explore the quality		
e.g., writing a letter,	and amount of		
returning	information		
unsatisfactory goods	required on goods to		
• Contrast the needs	help consumers		
and wants of a family	make informed		
living in a rural and	decisions;		
urban situation in	• Make recommendations		
Samoa.	for improving consumer		
	information on products		

STRAND 4: CONSUMER I	RESPONSIBILITIES		
SUB-STRAND: The Response	ibilities of Service Providers		
MAJOR LEARNING OUTCO	MES: From their study of CONS	UMER RESPONSIBILITIES st	udents will understand the
responsibilities of service providers.			
YEAR 9	YEAR 10	YEAR 11	YEAR 12
Students	will be able to investigate and	develop their skills and under	standing of:
The effectiveness of	The characteristics of	The principle that the	Contemporary issues when
services provided	goods and services	customer is always	they:
in the	when they:	right when they:	

 community when they: Identify the services available in the community to support the family; Compare the services provided in the urban and rural environment. Describe how well consumer needs are met in terms of services provided for the family in a rural and urban environment <i>e.g.</i>, <i>safe water supply</i>, <i>health care, public transport;</i> Make recommendations to improve services where necessary. 	 Investigate the characteristics and importance of good customer service; Compare and contrast the differences between services providers <i>e.g.</i>, <i>local and overseas businesses and government and private businesses</i>. 	 Describe the appropriate personal characteristics and attitudes of a service provider <i>e.g., smile, verbal and body language</i>; Demonstrate the skills needed in a range of customer service situations <i>e.g., waiter, receptionist, shop assistant, vendor;</i> Communicate effective ways of handling customer complaints. 	 Investigate the relationship between food production, promotion, advertising and the consumption of fast foods. Explore Career opportunities related to the Food Service, Catering and Hospitality sectors.
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STRAND 4: CONSUMER RESPONSIBILITIES SUB-STRAND: RESOURCE MANAGEMENT MAJOR LEARNING OUTCOMES: From their study of CONSUMER RESPONSIBILITIES students will understand the resource management. **YEAR 10 YEAR 11 YEAR 12** YEAR 9 Students will be able to investigate and develop their skills and understanding of: **Methods** of The importance of The effect lifestyle has Effective use of managing resources maintaining resources on resource resources for the for the family when when they: management when family when they: they: they: Identify the steps in • Identify the • Demonstrate appropriate goal- setting and different resources methods of caring for apply them to • Discuss the possible available to the technological equipment used family different reasons for the increase in food or clothing individual e.g., situations: of expenditure on production *e.g.*, the stove, *Time, money, skills;* • Discuss the microwave oven, refrigerator, prepared food *e.g.*, • Demonstrate skills in sewing machine, over locker; advantages of goaltakeaways, convenience resource setting for the foods, meals out. management, • Produce a marketable family; making product that conserves and recycles available resources; recommendations for • Explore how time any necessary management • Communicate information improvements. skills can enhance about a product and evaluate • Compare and it. family living; contrast the methods of • Demonstrate the managing resources principles of budgeting to enable the purchase of available to the

family in an urban	selected goods and services for		
and rural	the family.		
environment <i>e.g.</i> ,			
the supermarket			
versus locally grown			
products, availability			
of time;			
• Explore the			
advantages of			
budgeting for a			
family;			
• Demonstrate recycling			
to make an item for			
family use.			
STRAND 5: DESIGN AND T	EXTILES		
SUB-STRAND: Fibres and Fa	abrics		·11 1 / 1 /··1
MAJOR LEARNING OUTCOME	S: From their study of CONSUME	ER RESPONSIBILITIES students	will understand fibres
	VEAD 10	VEAD 11	VEAD 12
Students y	will be able to investigate and de	velop their skills and understand	ding of
Properties of Natural	The principles of	The different	The properties of
fibres and fabrics and	adding colour and	properties of fibres	a variety of
the effect technology	design to textiles,	and fabrics when	fibres and
has in creating	fibres	they:	fabrics when
and synthetic fibres	and fabrics when they:	Experiment with notypel	thev.
when they:	• Explore the colour	• Experiment with natural	Comments that
• Explore the process of	wheel and the effects	nablics to determine their	Compare the
changing natural	different colours have	properties of strength,	characteristics of
fibres into varns and	on people;	elasuchy, shrinkage and	natural and
,	Investigate the	absorbency;	synthetic fabrics for

the effect this has on	different ways of	• Investigate the	strength, durability,
the properties of the	adding colour,	preparation and traditional	elasticity,
fabric <i>e.g.</i> , <i>coconut</i> ,	texture and design	uses of u'a and fau;	absorbency,
pandanus, cotton;	to both traditional	• Experiment with	resilience and heat
• Describe the	and	different types of	resistance;
advantages and	manufactured textiles,	natural dyes $e.g$,	• Investigate special
disadvantages of	fibres and fabrics <i>e.g.</i> ,	those used in	finishes on <i>fabrics</i>
natural fibres for	pandanus, fau, cotton;	making Siapo(Tapa)	e.g., anti-stat,
clothing and	• Analyse the reasons	cloth;	flame resistance,
household items in	for the unsuitability	• Investigate the making of	thermal finish;
Sämoa;	of some methods of	Siapo (Tapa) cloth;	• Differentiate
• Contrast the	decoration for	• Design and make a craft	between yarn e.g.,
properties of natural	certain fibre and	• Design and make a crant item that incorporates	spun and
woven and knitted	fabrics;	Siapo OR	continuous filament
fabrics;	• Demonstrate an	• Design and weave a craft	and fabric
• Explore simple	understanding of the	item which demonstrates	construction, <i>e.g.</i> ,
techniques of block and	principles of roller	use of another weave using	weaving and
resist printing,	and screen printing	pandanus e.g. pulou (nat) laulau (food mat) fala e	crochet;
explaining why these	by applying one of	faaaoga i luga o se laulau	Predict fabric
methods are suitable	these methods to	ai e tuu ai i luga ipu vevela	performance
for natural fabrics, <i>e.g.</i> ,	fabric printing;	(table mat) using twill weave;	based on
Vegetable prints, Tie and	Evaluate outcomes	• Describe how the	knowledge of
Dye;	commenting on the	'weave' chosen has an	fibre, yarn and
• Demonstrate plain	chosen for the printing	effect on a textiles	fabric
weaving to make a	method:	function and use.	construction.
simple household item	~ 7		
e.g., <i>a mailo</i> (food plate),			
pola sisi (coconut blinds),			

pola vai (coconut mat),		
<i>ili</i> (fan), <i>mama e tuu</i> ai		
sololima (serviette ring,		
warp and weft(plain		
weaving)		
• Investigate the		
resources, processes		
used to make		
regenerated cellulose,		
synthetic fibres and		
their effect on the		
properties of these		
fibres; and discuss		
reasons for the		
development of		
regenerated cellulose		
and synthetic fibres;		
• Make		
recommendations		
about caring of		
regenerated cellulose		
and synthetic fibres and		
compare/ contrast the		
strength and resilience		
of natural yarns with		
cellulose and synthetic		
yarns.		

STRAND 5: DESIGN AND TEX	TILES	·	
SUB-STRANDS: The techniqu	ies and processes of textile pro	jects.	
MAJOR LEARNING OUTCOMES:	From their study of DESIGN and T	EXTILES students will understa	nd the techniques
and processes of textile projects.			
YEAR 9	YEAR 10	YEAR 11	YEAR 12
Students will be able to investigate and develop their skills and understanding of:			
Basic constructions, sewing techniques and applying appropriate	. Adapting patterns and selecting appropriate fabric for individual	Production techniques used in manufacture of textile items when they:	Structural and applied design when they:
techniques and	practical projects when	• Research the factors that	• Select appropriate
 individual practical projects when they: Demonstrate appropriate basic hand sewing techniques and processes with textiles e.g. like running stitch sewing 	 Make decisions about the specifications of practical problems relating to clothing needs <i>e.g., shirt, skirt for school social;</i> Communicate ideas being explored using 	 consideration when manufacturing a textile item for retail; Develop a plan to meet a limited production run of identical textile items to be sold for profit; 	 safe practices when creating printed fabrics using a range of methods <i>e.g.</i>, <i>block</i>, <i>roller</i>, <i>batik</i>; Select appropriate metarials and use
buttons, mending and patching,	concept drawings;Select an appropriate	Profit; Compare and contrast	safe practices when creating

- Identify the function and safe use of equipment for the construction of machine sewn textile items *e.g.*, *sewing machine*,
- Demonstrate the selection and use of a basic pattern to construct a garment incorporating simple techniques *e.g., plain seams*
- Demonstrate laying out and safe cutting out techniques to prepare fabric for construction e.g of a pillow case, table cloth, patch work item
- Experiment with a range of seam and seam finishes assessing their suitability for different purposes;
- Demonstrate creativity by applying surface decoration *e.g.*, *applique*, *embroidery*, *patchwork*;

design solution indicating the type of fabric and the techniques and processes to be used in construction *e.g, French seams for fine fabric*;

• Demonstrate adaptation techniques to a pattern to make a garment and appropriate techniques and processes with textiles;

• Evaluate the outcomes of the practical project against the original specifications of the brief, making recommendations for any necessary improvements

the different techniques and processes used in manufacturing clothing domestically and commercially;

• Report on the effectiveness of quality control in completing the textile items to a marketable standard. products that incorporate different types of structural design *e.g. applique, embroidery, crochet;*

- Explore the influence of technology on textile prints and design using computer aided design (CAD);
- Produce a design brief for specific needs and purposes which incorporates structural and applied design

• Evaluate the outcomes of the practical project against the original specifications of the	
brief.	
STRAND 6: COMMUNICATION IN FOOD AND TEXTILE TECHN	NOLOGY
MAJOR LEARNING OUTCOMES: In their study of FOOD AND TEXTII	LE TECHNOLOGY students will participate effectively through
YEAR 9	YEAR 10
~	
Students will be able to investigate and dev	velop their skills and understanding of:
Oral communication when they:	Oral communication when they:
• Express ideas appropriately in various group activities stating reasons for their opinions e.g., discussions, planning, state advantages/ disadvantages, state comparison/ contrast;	• Communicate effectively by sharing ideas, offering advice, opinion and information and reacting to the contributions of others;
• Give brief descriptions of stages in processes and the effects on the particular resource and state principles underlying technological practice involved <i>e.g.</i> , <i>preservation of food, keeping food safe, changing natural fibres into yarns, plain weaving</i>	 Demonstrate ability to develop a topic in subject related situations e.g., reporting, describing, comparing, contrasting, state cause and effect, consider interrelationships between concepts; State principles and explain their significance and application to a number of situations;
• Use language to state comparison and contrast <i>e.g., compare services, contrast properties;</i>	• State principles and explain their significance and application to a number of situations;
 Use paraphrase to give an oral interpretation of information presented visually in charts, diagrams, posters, pictures; 	• Use analysis, give an oral evaluation and extended reasons for their points of view about a situation;

Give a brief oral report of their findings from an	• Discuss a plan for an investigation/ research	
investigation.	project;	
• State clearly what a problem is, probable causes, and likely		
solutions;		
• Give brief definitions and explanations of concepts and		
relationships between concepts		
STRAND 5: DESIGN AND TEXTILES		
MAJOR LEARNING OUTCOMES: From their study of CONSUMER RES	PONSIBILITIES students will participate effectively through	
developing their oral communication skills.		
YEAR II Students will be able to investigate and dev	YEAR 12	
Oral communication when they	relop then skins and understanding of.	
Oral communication when they:		
 Participate in various speaking activities such as seminars, group presentations, oral reports, debates, interviews, review; 		
• Summarise main ideas from written or spoken texts using precise language;		
 Select and sustain the use of language and style appropriate to a given situation, purpose, audience; 		
• Take notes from extended presentations and draw their own conclusions and make inferences based on the information given;		
• Use oral language to criticise, evaluate, plan and to influence the thinking of others e.g., making a case for lifestyle changes such as in nutritional practices;		
• Defend a point of view applying analysis and principles;		
• Listen to evaluate, draw inferences and make judgements;		
• Discuss ideas for a plan of action, research.		

STRAND 6: COMMUNICATION IN FOOD AND TEXTILE TECHNOLOGY

MAJOR LEARNING OUTCOMES: In their study of FOOD AND TEXTILE TECHNOLOGY students will **participate effectively through developing their written communication skills.**

YEAR 9	YEAR 10	
Students will be able to investigate and develop their skills and understanding of:		
Written communication when they:	Written communication when they:	
 Use the technical vocabulary of each topic; Locate, extract and interpret information from appropriate materials such as signs, maps, charts, graphs, special publications, advertisements and newspapers; Recognise the language structures that signal the logical organisation of information in: definitions; chronological sequence; compare/contrast; descriptions of processes; procedural texts; evaluation; recommendations; cause and effect; problem/solution; policies: 	 Introduce the use of words from the academic word list, use the technical vocabulary of each topic; Use reference materials: locating, evaluating, selecting information; Use a variety of sentences simple, compound, and complex; Recognise the language structures that signal the logical organisation of information: summary, conclusion; evaluation; principles; recommendations; extended definitions; analysis; reports. 	
- justification;	• Write curriculum vitae, covering letters and other	

- report of an investigation;	business related correspondence;	
	• Analyse the problem expressing possible solutions,	
	assumptions, consequences, and conclusions;	
STRAND 6: COMMUNICATION IN FOOD AND TEXTILE TECHNOLOGY		
MAJOR LEARNING OUTCOMES: From their study of CONSUMER RESPONSIBILITIES students will apply their oral and		
written communication skills to investigate, research, and report projects.		
YEAR 11	YEAR 12	
Students will be able to investigate and develop their skills and understanding of:		

Written communication when they:

- Use words from the academic word list and the technical vocabulary of each topic in a variety of situations at this year level e.g., reports;
- Recognise the language structures that signal the logical organisation of information:
 - research reports; -
 - reviews;

- evaluations.
- Extract more detailed information and write coherent, longer texts integrating information from multiple sources;
- Write research reports using illustrations, graphs or charts;
- Write an analysis of a problem expressing possible solutions, assumptions, consequences, and conclusions. Evidence from other sources is cited to support proposed solutions;
- Take notes, select and synthesise relevant information, plan text sequence and write short essays using different methods of development: comparison, extended definition, cause and effect;
- Follow the conventions of academic writing in their presentation and bibliographies.

STRAND 6: COMMUNICATION IN FOOD AND TEXTILE TECHNOLOGY			
MAJOR LEARNING OUTCOMES: In their study of FOOD AND TEXTILE TECHNOLOGY students will apply their oral and			
written communication skills to investigate, research, and report projects.			
YEAR 9 YEAR 10			
Students will be able to investigate and develop their skills and understanding of:			
Written communication when they;	Written communication when they;		
• Express ideas in simple paragraphs to explain principles of	• Write paragraph summaries, paraphrases of		
technology in certain practises;	information presented visually;		
- cause and effect;			
- explain processes;	Record information following conventions of particular texts e.g. recipes, safety procedures.		
- give basic definitions;			
- state problems/solutions;	1		
- state comparison/contrast;	Combine paragraphs to write increasingly detailed		
- make evaluative comments.	descriptions and explanations, compare/contrast texts, letters of complaints, e.t.c.		
• Use mind maps and other forms of visual representations to			
express key ideas and show relationships between ideas			
e.g., flow charts, diagrams, picture stories etc.:			
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STRAND 6: COMMUNICATION IN FOOD AND TEXTILE TECHNOLOGY		
MAJOR LEARNING OUTCOMES: From their study of CONSUMER RESPONSIBILITIES students will apply their oral and		
written communication skills to investigate, research, and report projects.		
YEAR 11	YEAR 12	
Students will be able to investigate and develop their skills and understanding of:		
Communicating information , ideas and opinions through		
increasingly complex and varied texts when they;		

- Write to express ideas in complex paragraphs to explain *e.g. the significance of certain principles and their applications in practice*
- Write reports of investigations, research projects, stating generalisations from their findings
- Introduce the conventions of academic writing in their Presentations *e.g. citing references in writing, quotations, bibliography*

TERMS AND DEFINITIONS

GLOSSARY OF TERMS

COMMUNITY

People having common rights etc, refers to the Public, and people in general

CONCEPT DRAWING

Sketching ideas, and labelling them to show a range of possible solutions to a design brief.

CONSUMER RESPONSIBILITIES

The process of raising awareness, increasing knowledge, developing skills and clarifying values to enable consumers to purchase wisely and take appropriate steps when good s and services offered are inadequate.

DESIGN

- A statement in words, or pictures or a diagram
- Structural design- having architectural, constructive or skeletal properties
- Applied design- Practical rather than theoretical

DESIGN BRIEF

A brief statement which sets out the problem to be solved or Instructions about the product you have to make Closed Design brief is a statement that tells the designer exactly what the client needs.

Open Design:

It is the statement that gives the designer some choices of creativity in skills, materials & tools to see that it meets the clients expectation.

DESIGN PROCESS

A series of actions, taking place in a planned manner that produces a change or new development. Concept drawings usually form part of the preliminary action when ideas are explored.

DESIGN SOLUTION

The outcome or result of solving a design brief or problem.

DISASSEMBLE

Take apart a product to find out how it is made and what it is made from.

ENVIRONMENT

The physical surroundings and conditions that affect people's lives.

EVALUATE

Based on findings from an investigation, a method of production or tests carried out on end products. Students describe their findings, state their preferences with reasons and make recommendations for improvement, where necessary.

MARKETABLE QUALITY

A product, plan or service developed that reaches a standard suitable for selling for profit.

MODIFY

An alteration to resources e.g., ingredients, materials and/or the method/order of construction to make a product more suitable for a specified purpose.

MULTIPLICITY

A great number, various options possible

NEEDS

The requirements, conditions or circumstances that need to be met when solving a problem or design brief.

TECHNOLOGY

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Our ability to apply our knowledge, our skills, our understanding to design, make and improve aspects of everyday living

PROCESS

A 'process' is a number of related techniques or a planned sequence, a systematic series of actions such as stir-fry

vegetables, making bread or putting a sleeve into a blouse.

PRODUCT

An object or service produced by following a plan of work.

PRACTICAL ACTIVITIES

A task that involves students working with available resources to produce partial solutions to everyday problems.

RESOURCE MANAGEMENT

Using available resources wisely to achieve maximum benefit.

RECYCLING

Reusing leftover products for a different purpose to conserve resources and avoid waste.

SENSORY EVALUATION

A technique used to test the quality of a food product e.g., appearance, aroma, flavour, texture.

SOIFUA MALOLOINA

Describes the health and well-being of an individual, family or country. It embodies the whole concept of health. It is not only the absence of disease but also being physically, mentally, emotionally, socially and spiritually healthy.

SOCIETY

Number of persons associated for a common interest, community, partnership, and the Public

SPECIFICATION

A detailed statement usually derived from a design brief which describes the characteristics of the product or system to be designed e.g., details of appearance, size, shape, flavour, colour, nutritional content, cost.

SYNTHETIC FIBRE

A fibre that has been manufactured usually from chemicals. Used on its own to make strong crease

resistant fabrics or mixed with natural fibres to improve care qualities.

TECHNIQUE

A 'technique' is a single activity such as grate, chop, peel, boil used to complete a process like making a salad or a sauce. Machining and slip stitch are examples of techniques used with textiles.

TECHNOLOGICAL PRACTICE

The method people use to effectively and efficiently obtain solutions to