

Samoa Secondary Leaving Certificate

*FOOD TEXTILE
TECHNOLOGY*

*National Internal
Assessment IA
Program*

Year 13

2022

Ministry of Education, Sports & Culture

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Rationale

Technology is the means by which people turn ideas into reality. It involves using materials and tools skillfully to produce or maintain objects and artifacts. People have developed the ability to change or modify the environment by creating technologies that are now central to our way of living and quality of life. They represent design solutions, usually created in response to specific practical problems.

Technology with its applied focus has a potential to contribute

General Course Aims

The course is designed to give students an understanding of basic foods and textiles concepts and their application. It also enables students to be aware of the various foods and textiles issues and event in their own setting and to take an effective and active action to enhance their well-being.

General Outcomes

1. Demonstrate the thinking skills of recall of knowledge, designing, making, processing of information, and evaluation of food and textiles concepts and issues through:
 - defining the concepts and issues
 - interpreting and analyzing information
 - design brief
 - making
 - evaluating the final products
2. Use *statistical and investigative skills* to develop an understanding of food and textiles environment and to explore the impact of food and textiles issues that affect them.
3. Recognize the significance of different attitudes and values which influence the choices that are made in allocating and managing resources.

Content Overview

The year 13 prescription focuses on the assessment of food and textiles. It provides a framework that guides teachers and examiners on the assessment of students learning. Students must demonstrate skills stipulated by the specific learning outcomes in the year 13 syllabus.

There are three strands in year 13 FTT syllabus each with a major learning outcome. The major learning outcome for each of these strands describes what students should learn and can demonstrate competence in. The major learning outcomes are organized into key learning outcomes. Each key learning outcomes consists of unpacked specific learning outcomes.

Strands

1. Food and Nutrition

In this topic students will be assessed on their understanding of nutritional values of foods and foods processing

2. Caring For the Family

In this topic students will be assessed on their understanding of the changing nature of families, the effect of lifestyle on family members and the responsibilities that family members have for each other

3. Consumer Responsibilities

In this topic students will be assessed on their understanding of the rights and responsibilities of consumers, the responsibilities of service providers and resource management.

4. Design and Textiles

In this topic students will be assessed on their understanding of fibres and fabrics and the techniques and processes of textile projects.

5. The Design Process

In this topic students will be assessed on their understanding of the principles of design, how design decisions are applied and develop and how to apply principles of design in imagination and creativity.

Major Learning Outcomes

13FTT1 FOOD AND NUTRITION

Students are able to demonstrate knowledge and understanding of the nutritional values of foods and foods processing methods

13FTT2 CARING FOR THE FAMILY

Students are able to demonstrate knowledge and understanding of the changing nature of families, the effect of lifestyle on family members and the responsibilities that family members have for each other

13FTT3 CONSUMER RESPONSIBILITIES

Students are able to demonstrate knowledge and understanding of the rights and responsibilities of consumers, the responsibilities of service providers and resource management.

13FTT4 DESIGN AND TEXTILES

Students are able to demonstrate their knowledge and understanding of fibres and fabrics and the techniques and processes of textile projects

13FTT5 THE DESIGN PROCESS

Students are able to demonstrate knowledge and understanding of the principles of design, how design decisions are applied and developed and how to apply principles of design in imagination and creativity.

ASSESSMENT TOTALS

The following table shows the assessment type by strand.

STRANDS	Assessment Type	Skill Level 1	Skill Level 2	Skill Level 3	Skill Level 4	Total Score
1. Food and Nutrition	<i>EA</i> <i>& IA</i>	6	3	3	2	29
		4	2	2	1	18
		10	5	5	3	47
2. Caring for the family	<i>EA</i>	8	1	2	2	24
3. Consumer responsibilities	<i>EA</i>	6	0	2	1	16
4. Design and Textiles	<i>EA</i> <i>& IA</i>	0	0	0	1	4
		4	2	2	2	22
		4	2	2	3	26
5. Design process	<i>EA</i>	4	3	3	2	27
Total Score (IA)		8	8	12	12	40
Total Score (EA)		24	14	30	32	100

Assessment

The required assessment of this year 13 FTT syllabus is in two parts and is made up of the following:

- i. External Assessment = 49 items
- ii. Internal Assessment = 19 items

1. External Assessment

The end-of-year examination will be in written form and will test a range of **skills** and **knowledge** specified in the unpacked FTT syllabus. All sections will be represented in the examination.

The examination will contain no essays or reports, but may require paragraphs. Students will not be required to recall any statistical data in the examination.

The allocation in the examination on the externally assessed parts of the syllabus shall be as in the following table of specification:

Examination Blueprint

Strand	Major Learning Outcomes	SKILL LEVEL				Weight /Time
		Uni structural Skill level 1	Multi structural Skill level 2	Relational Skill level 3	Extended Abstract Skill level 4	
1	Demonstrate knowledge and understanding of nutritional values of foods and foods processing methods	6 items	3 items	3 items	2 item	29 52 mins
2	Demonstrate knowledge and understanding of the changing nature of families, the effect of lifestyle on family members and the responsibilities that family members have for each other	8 items	1 items	2 items	2 items	24 43 mins
3	Demonstrate knowledge and understanding of the rights and responsibilities of service providers and resource management	6 items	0 items	2 items	1 item	16 29 mins
4	Demonstrate knowledge and understanding of fibres and fabrics and the techniques and processes of textile projects	0 Items	0 items	0 items	1 items	4 7mins

5	Demonstrate knowledge and understanding of the principles of design, how design decisions are applied and developed and how to apply principles of design in imagination and creativity	4 items	3 items	3 items	2 items	27 49mins
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2. Internal Assessment

During the year every student must complete two internally assessed tasks which are two majors. These tasks allow for some flexibility of approach but must follow the specified rules of structure and content. Teachers will assess the product of students' work resulting from these tasks using detailed scoring rubrics as provided in this prescription. It is a requirement that every student complete ALL learning outcomes assessed in the tasks, however not all outcomes will be processed for certification and both tasks have to be moderated by assigned moderators before final External Assessments/Exams.

The tasks, number of items and suggested class-time are as follows:

Task	Items	Suggested Class-time
Task 1 - Independent project (Garment Construction)	12	6-8 hours
Task 2 – Directed Project (Meal Preparation for a special client)	12	6-8 hours

It is recommended that the two major tasks are to be completed before final moderation by the assigned moderator.

Schools that intend enrolling students in SSLC FTT must submit for approval a completed "Internal Assessment Summary Form" by March 1st in the year of enrolment. These forms will be provided by Assessment Division.

A SSLC FTT Internal Assessment Program must include details of the assessment tasks and procedures.

Clear records and documentation regarding the school's approved Internal Assessment program must be kept. All students' work that has been assessed under this program must be available for verification by verifiers during any one school year.

Students who will be enrolled in SSLC FTT must be given a copy of the school's Internal Assessment program for the subject as well as a copy of the scoring rubric for each task. Each student must be informed of when assessment tasks are to be given, and be notified of the assessment result as soon as it is scored. Students should also be advised that such results are subject to further changes as a result of moderation.

The **assessment record sheets** for each task must be attached to the student's piece of work.

Schools must submit a capture sheet for each of the two assessment components:

Internal Assessment Components

Major Project 1: Garment construction with all aspects as in the students' Design Brief

Theme: Garment Construction

Aim: The aim of this task is to design and create a garment as in his/her design brief

Objectives: At the completion of the task students will be able to achieve learning outcome from Topic 4.

This is a classroom task with the practical required for the presentation being demonstrated by the teacher.

The presentation will be in the form of practical and oral presentation by each student during final moderation.

The task must include the following:

- Designing/design brief
- Making/practical presentation/making
- Evaluation/final product

Sample question: identify the problem and construct a design brief that clearly describes the problem and the client's needs and expectations.

Assessment Scheme: Major Project 1: Independent Project.**(22 marks)**

	Learning Outcome	Skill Level		Criteria
1	Identify the problem to be solved	Uni structural	1	The problem clearly identified
		Pre structural	0	no identified problem
2	Identify the proposed solution in relation to the client's needs	Uni structural	1	The proposed solution in relation to the client's needs or expectation is provided
		Pre structural	0	No proposed solution given
3	Evaluate the proposed solution in relation to the client's needs and expectations	Extended abstract	4	All four evidence/ideas are given and evaluated
		Relational abstract	3	Three evidence/ideas are given and evaluated
		Multi structural	2	Two evidence/ideas are given and evaluated
		Uni structural	1	Only one idea is given
		Pre structural	0	No evidence is given
4	(Making the product) List the possible solutions to the problem that respond to the client needs	Multi structural	2	Two possible solutions to the problem that respond to the client needs and expectations were given
		Uni structural	1	Only one possible solution given to the problem that responds to the client needs and expectations
		Pre Structural	0	No possible solution given
5	Construct oral, written and graphical instructions or ideas of making the product	Relational abstract	3	Three ideas given of making the product
		Multi structural	2	Only two evident/ideas of instructions given
		Uni structural	1	Only one evident/idea of instructions given
		Pre Structural	0	No evident/idea of instructions given
6	Arrange task making within planned	Uni structural	1	Task completed within planned timeline

	timeline	Pre structural	0	Task is not completed within planned timeline
7	Follow simple instructions in using sewing equipment safely and competently	Uni structural	1	All simple instructions were followed in using sewing equipment safely and competently
		Pre structural	0	Not following simple instructions in using sewing equipment safely and competently
8	Final product/ skills integration- evaluate system, materials and processes to meet the design brief and expectations of the client/ outstanding final product	Extended abstract	4	Evaluate system, materials and processes to meet the design brief and expectations of the client and an outstanding final product
		Relational abstract	3	Only three aspects given to meet the design brief and expectations and an outstanding final product
		Multi structural	2	Only two aspects given to meet the design brief and expectations and an outstanding final product
		Uni structural	1	One aspect given to meet the design brief and expectations and an outstanding final product
		Pre structural	0	No aspect to meet the design brief and expectations and an outstanding product
9	Express the ability to adopt to problems during development of the product	Relational abstract	3	Three ideas were given to express the ability to adopt to problems during development of the product
		Multi structural	2	Only two ideas were given to adopt to problems during development of the product
		Uni structural	1	Only one idea is given to adopt to problems during development of the product
		Pre structural	0	No idea to adopt to problems during development to the product
10	Calculate the exact amount of money and time spent for making of the product	Multi structural	2	Correct calculations of the amount of money and time spent for making the product
		Uni Structural	1	Only one step of calculation is correct
		Pre structural	0	Calculation is wrong or not done

Assessment Record Sheet:**Major Project 1**

Name of Student: _____ School: _____

Year: _____ Year 13: _____

Learning Outcomes		Response	Expected Level	
1	<i>Identify the problem to be solved</i>		1	Uni structure
2	<i>Identify the proposed solution in relation to the client's needs</i>		1	Uni structure
3	<i>Evaluate the proposed solution in relation to the client's needs and expectations</i>		4	Extended Abstract
4	<i>(Making the product) List the possible solutions to the problem that respond to the client needs</i>		2	Multi structure
5	<i>Construct oral, written and graphical instructions or ideas of making the product</i>		3	Relational
6	<i>Arrange task making within planned timeline</i>		1	Uni structure
7	<i>Follow simple instructions in using sewing equipment safely and competently</i>		1	Uni structure
8	<i>Final product/ skills integration- evaluate system, materials and processes to meet the design brief and expectations of the client/ outstanding final product</i>		4	Extended Abstract
9	<i>Express the ability to adopt to problems during development of the product</i>		3	Relational
10	<i>Calculate the exact amount of money and time spent for making</i>		2	Multi structure

Major Project 2: Directed Project.**(18 marks)**Theme: **Food and Nutrition**

Aim: The aim of this task is to prepare a Design brief to meet the needs of a selected client.

Objectives: At the completion of the task students will be able to achieve learning outcome from Topic 1.

Assessment Scheme: Major Project 2.**(18marks)**

	Learning Outcome	Skill Level	Ability	Criteria
1	<i>Construct a design brief that clearly describes the problem and the client's needs and expectation</i>	<i>Relational abstract</i>	3	All three aspects were given
		Multi Structural	2	Two correct aspects were given
		Uni Structural	1	One correct aspect is given
		Pre structural	0	No correct aspect
2	<i>Identify the appropriate range of cooking materials used</i>	<i>Uni Structural</i>	1	Appropriate range of cooking materials
		<i>Pre Structural</i>	0	Cooking materials not relevant
3	<i>Illustrate a shortlist of three (3) possible solutions to the problem and the client's expectation</i>	<i>Multi Structural</i>	2	Two appropriate solutions provided
		Uni structural	1	One appropriate solution provided
		Pre Structural	0	No correct answer provided
4	<i>Identify the proposed solution in relation to the client needs and expectations</i>	<i>Uni Structural</i>	1	The proposed solution is given
		Pre structural	0	No proposed solution or wrong proposed solution
5	<i>Follow simple instructions when using equipment safely and competently</i>	<i>Uni Structural</i>	1	All given instructions were followed
		Pre Structural	0	No single instruction been followed
6	<i>Interpret in oral, written and graphical instructions</i>	<i>Extended Abstract</i>	4	Four ideas given during presentation
		Relational Abstract	3	Three ideas provided
		Multi	2	Two ideas provided

		Structural		
		Uni Structural	1	Only one item provided
		Pre Structural	0	No valid respond
7	Summarize in hygienic ways the method of cooking and how nutritious the meal is	Relational abstract	3	Three issues clearly explained and provided
		Multi Structural	2	Two correct issues provided
		Uni Structural	1	One correct issue provided
		Pre Structural	0	No valid respond
8	Describe if the conclusion could meet the design brief / final product	Multi Structural	2	Description is clearly provided and final product is nutritious
		Uni Structural	1	Only one idea is correct or provided
		Pre Structural	0	No valid respond
9	Identify ways to improve the task	Uni Structural	1	Correct identification
		Pre Structural	0	No valid respond

Assessment Record Sheet: DIRECTED PROJECT**Major Project 2**

Name of Student: _____ School: _____

Year: _____ Year 13: _____

Learning Outcomes		Ability Level	Expected Level	
1	<i>Construct a design brief that clearly describes the problem and the client's needs and expectation</i>		3	<i>Relational</i>
2	<i>Identify the appropriate range of cooking materials used</i>		1	<i>Uni structure</i>
3	<i>Illustrate a shortlist of three (3) possible solutions to the problem and the client's expectation</i>		2	<i>Multi structure</i>
4	<i>Identify the proposed solution in relation to the client needs and expectations</i>		1	<i>Uni structure</i>
5	<i>Follow simple instructions when using equipment safely and competently</i>		1	<i>Uni structure</i>
6	<i>Interpret in oral, written and graphical instructions</i>		4	<i>Extended Abstract</i>
7	<i>Summarize in hygienic ways the method of cooking and how nutritious the meal is</i>		3	<i>Relational</i>
8	<i>Describe if the conclusion could meet the design brief / final product</i>		2	<i>Multi structure</i>
9	<i>Identify ways to improve the task</i>		1	<i>Uni structure</i>

Moderation

Moderation is a process to ensure fair, valid and consistent assessment. It is to ensure that the assessment of students' performance in the same subject is comparable between classes (in the same school) and between schools.

The moderation process is subject to the requirements and procedures of ASSESSMENT UNIT.

The major task will be sample moderated by subject moderators. The sample for moderation will be taken from a list of students covering a range of performance. Details of how the sample is to be selected will be provided by ASSESSMENT UNIT. The two minor tasks will be moderated by verifying officers during the verification visit.

Verification

An independent Personnel from the Education Department will visit each school to verify all internal assessments. Listed below are the things required for verification:

- a. All scored scripts for each IA with constructive feedbacks (assessment record sheets attached to students work);
- b. Approved IA program;
- c. Assessment record book (*teachers can keep soft copy of students' assessment Record but the Verification need hard copy*);
- d. Summary Record Sheet (hard copy);
- e. Syllabus, Prescription and scheme of work; and
- f. Other relevant documents

It is the teacher's and head teacher's responsibilities to make sure that these documents are ready and up to date for verification. The validity and reliability of these IA's will totally depend on the schools/ teachers commitment.

Reporting of student performance

Reporting of student performance will be presented at different levels to serve different purposes:

- At specific learning outcomes level *for monitoring and specific intervention*
- At major learning outcomes level
- At subject level
- At an overall performance

Appendices

Appendix 1: Internal Assessment Approval Summary Form

Samoa Secondary Leaving Certificate Year 13 Certificate

Internal Assessment Approval Summary Form

Year 13 FTT

School _____

Task	Task Description	Start Date	End Date
Major Project 1	Garment construction/design the garment and sew it (Strand 4)		24/6/22
Major Project 2	Cooking practical/cooking demonstration (Strand1)		22/7/22

A new program will be used for this year. Please find attached herewith are the copies of the detail Tasks and their Assessment Schemes

Note: Be specific about start dates (not just week 2, term 2 etc.)

Teacher's Name:

Teacher's Signature:

Date:

Head Teacher's Name:

Head Teacher's Signature:

Date:

Advisory Notes

Course work requirements, the assessment tasks and weightings given to each task should be clearly explained to students at the beginning of the year's course. Results must be clearly recorded and maintained by teachers so that accurate information on each student's progress is readily available.

At the start of the year students are to be given a copy of the assessment statement. This comprises the assessment programme to be followed during the year, including the tasks, the timing, weighting and mark allocation of these tasks, and marking schedules where appropriate.

Internal Assessment Program

Assessment Program is an outline of all the assessment activities (formative and summative) to be conducted by the teacher throughout the year.

1. The program needs to be:

- integrated with the teaching program.
- manageable for both teacher and students.

2. Why Need to Approve IA Program?

- To ensure validity of Assessment
- For comparability of programs to ensure that requirements and standards are maintained across different schools
- Teachers are realistic with time to ensure full completion of IA program

3. Designing IA Program

- *Read syllabus and prescription closely and note structure and requirements of the IA program*
 - IA components e.g. major task, practical etc
 - number of tasks in each component e.g. how many practical; how many other tasks
- *For each IA component, determine task included in close adherence to task requirement e.g. –prescription specific LOs?*
 - What are the LOs?
 - are they all summative or a number to be summative and others formative?
 - Any restriction on what topic tasks be based on?
- Write detail outlines and descriptions and marking criteria (if not provided) of the tasks;
 - task instructions to the students can be submitted for this part
 - Done individually, in pairs/ groups etc; restrictions on how task supposed to be done? (Any control to ensure that all students in a group contribute to the task)
 - product, individual report or group
 - provide list of topics
 - moderation procedures if there are more than one class by different teachers

4. Internal Assessment Program Summary

- Title Page
- Content Page
- Introductory
- Task Title
- Task Outcome
- Task Details
- Assessment Criteria

SAMOA SECONDARY LEAVING CERTIFICATE - **2022**

IA Mark Capture Form

Subject:	60 FOOD & TEXTILES TECHNOLOGY	School:											
Task:	1. Major Project 1 - Independent Project	Qualification		SSLC									
			Learning outcomes										
SPIN	Surname	First Name	1 (SL1)	2 (SL1)	3 (SL4)	4 (SL2)	5 (SL3)	6 (SL1)	7 (SL1)	8 (SL4)	9 (SL3)	10 (SL2)	

SAMOA SECONDARY LEAVING CERTIFICATE

- 2022

IA Mark Capture Form

Subject:	60 FOOD & TEXTILES TECHNOLOGY	School:									
Task:	2. Major Project 2 - Directed Project	Qualification	SSLC								
			Learning outcomes								
SPIN	Surname	First Name	1 (SL3)	2 (SL1)	3 (SL2)	4 (SL1)	5 (SL1)	6 (SL4)	7 (SL3)	8 (SL2)	9 (SL1)