

Samoa School Certificate

**FOOD and TEXTILES
TECHNOLOGY**

***National Internal
Assessment (IA) Program***

Year 12

2022

**Ministry of Education, Sports
and Culture**

Assessment

The assessment of this prescription is in two components (External & Internal Assessment) and is made up of the following weightings:

1. External Assessment - 43 items
2. Internal Assessment - 22 items

1. Internal Assessment Blueprint

STRAND		SOLO SKILL LEVEL AND BANDS				Weight
		Unistructural	Multistructural	Relational	Extended Abstract	
1	EA&	2	4	5	0	25
	IA 1	1	1	3	2	20
2	EA	4	4	2	3	30
3	EA	2	5	3	2	29
4	EA&	2	2	2	1	16
	IA 2	3	0	1	1	10
	IA 3	3	2	1	0	10
TOTAL SCORES(IA)		7	6	15	12	40
TOTAL SCORES (EA)		10	30	36	24	100

2. External Assessment Blueprint

Strands	Major Learning Outcomes	SKILLS LEVEL				WEIGHT
		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 foods and foods processing and budgeting	2 items	4 items	5 items	0 Item	25
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.	4 items	4 items	2 items	3 Items	30
3	Demonstrate knowledge and understanding of the rights and responsibilities of consumers, the responsibilities of service providers and resource management	2 items	5 items	3 items	2 item	29
4	Demonstrate knowledge and understanding of fibres and fabrics and the techniques and process of textile projects	2 item	2 items	2 item	1 items	16
	Total number of Items	10	15	12	6	43
	Total Scores	10	30	36	24	100

Internal Assessment Due Dates

Task	Task Description	Raw Marks	Start Date (School)	End Date (School)	National Due Date (MES)
Task 1	Food and Nutrition	20			24/06/22
Task 2	Article	10			22/07/22
Task 3	Crafts Design	10			22/07/22
TOTAL		40			

Please NOTE:

Any changes needed for IA program, the respect Curriculum Organizer should consult with AED officer before doing so.

TASK DESCRIPTION for TASK 1

TASK 1: FOOD AND NUTRITION

TOPIC: Planning a Menu and Preparation of a main dish.

Objectives:

- To plan, cook and serve a selected dish which shows a range of techniques which have been learnt.
- To demonstrate an understanding of the need for nutritional balance in designing a dish.
- In order for the students to design a design brief for a certain task and work according to the brief.

Instructions for teachers:

- Students must be well advised of the task requirements.
- Check the design briefs and ask students to work according to their set out tasks.
- Hand out of meal plan forms and marking criteria.
- Students to do the work individually.
- Use the enclosed worksheet for marking.
- Encourage the students to use local fresh foods.

Instructions for students:

- Your preparation must be done on an individual basis.
- You have to prepare a design brief and work according to the brief in order to meet your set out clients need.
- Your dish should meet the nutritional requirements of the person you cook for.
- Choose your dish from the suggested meal plans and your menu.
- Use the enclosed sheets to present your work.
- Submit all your plans to the teacher a week before carrying out this practical.
- Follow your order of work and be within your time.

Here are some suggestions for your selected clients:

- a) Athlete in training.
- b) Pregnant mother.
- c) Elderly grandfather.
- d) Diabetic mother
- e) Tourist
- f) Vegetarian etc.

TASK 1: Work Form

Student's name: _____

School: _____

Design Brief

Problem: _____

Task: _____

Specifications/Expectations:

Name of Dish: _____

List of Ingredients:

List of equipment:

Cooking Methods:

Expenditure Table:

Ingredients	Quantity	Cost
TOTAL COST		\$

Number of serving = _____

Cost per serving = _____

Task 1

Assessment Rubrics: Food and Nutrition:

(20 marks)

Learning outcomes	Skills	Criteria	Marks
Combine the appropriate chosen ingredients for the selected dish and are nutritionally sound	MULTI STRUCTURAL	<ul style="list-style-type: none"> All or almost all ingredients chosen are clearly appropriate for the dish and are nutritionally sound. 	2
		<ul style="list-style-type: none"> Some ingredients are inappropriate for the chosen meal 	1
		<ul style="list-style-type: none"> The chosen dish cannot be produced from the ingredients selected. 	0
Evaluate the amount of money spent on the ingredients needed and display appropriate use of measurement and measurement devices	EXTENDED ABSTRACT	<ul style="list-style-type: none"> The money provided is appropriately spent on the ingredients needed and display appropriate use of measurement and measurement devices. 	4
		<ul style="list-style-type: none"> The money provided is almost spent on the ingredients needed but not displaying the appropriate use of measurement and measurement devices. 	3
		<ul style="list-style-type: none"> Costing for ingredients is not correctly distributed and some measurement are not appropriately measured 	2
		<ul style="list-style-type: none"> Either costing or measurement is absolutely correct 	1
		<ul style="list-style-type: none"> No evidence of thought given to cost, or costing above budget. / No evidence of measuring sensible. 	0

Apply suitable range of preparation and techniques used in the selected cooking and follow simple instructions in using cooking sources (control temperature)	RELATIONAL	<ul style="list-style-type: none"> Select and use suitable range of preparations techniques such as dicing, chopping, slicing, adjusting electric over and electric cooking sources, etc, etc... Select and use some suitable range of preparation techniques (dicing, chopping, slicing, etc) Only one evident is given No demonstration of appropriate preparation techniques. 	3 2 1 0
Evaluate the use of selected equipment during and after cooking in recognizing ways and skills in washing and placing dishes in correct order or in their proper storage places	EXTENDED ABSTRACT	<ul style="list-style-type: none"> Appropriately select and use equipment well and show much skills in washing and placing dishes in their correct order and proper storage places Show some skills in using equipment and washing dishes, some skills in placing dishes in their proper storage places Show few skills in doing the specific tasks Only one skill could be done in the list of skills No skills at all in using cooking equipment 	4 3 2 1 0
Analyze the whole presentation (has to be attractive and tasty)	RELATIONAL	<ul style="list-style-type: none"> The whole presentation is attractive and tasty Half of the presentation is attractive and food is almost taste well Food presentation not very attractive and food taste is sour or not in good taste Food presentation makes no attempt 	3 2 1

		to show attractiveness and not tasty	0
Construct the appropriate hygiene safety points and aspects of a nutritious meal/product	RELATIONAL	<ul style="list-style-type: none"> Follows all appropriate hygiene safety points. Final product is nutritious Almost follow all appropriate hygiene safety points and final product has some nutritious value Follows some appropriate hygiene safety points. Some nutritional value loss in final product Does not follow any hygiene safety points. Final product is not nutritious 	3 2 1 0
Calculate the exact time to carry out all techniques and processes of cooking	UNI STRUCTURAL	<ul style="list-style-type: none"> All techniques and processes of cooking applied during cooking No skills show during cooking 	1 0

Year 12 FTT: Student Assessment Record Sheet**Task 1: Food and Nutrition**

Name of Student: _____

School: _____

Learning Outcomes		Response	Expected Level	
1	Combine the appropriate chosen ingredients for the selected dish and are nutritionally sound		2	Multi Structural
2	Evaluate the amount of money spent on the ingredients needed and display appropriate use of measurement and measurement devices		4	Extended Abstract
3	Apply suitable range of preparation and techniques used in the selected cooking and follow simple instructions in using cooking sources (control temperature)		3	Relational Abstract
4	Evaluate the use of selected equipment during and after cooking by recognizing ways and skills in washing and placing dishes in correct order or in their proper storage places		4	Extended abstract
5	Analyze the whole presentation (has to be attractive and tasty)		3	Relational
6	Construct the appropriate hygiene safety points and aspects of a nutritious meal/product		3	Relational
7	Calculate the exact time to carry out all technique and processes of cooking		1	Uni Structural
TOTAL			/20	

TASK DESCRIPTION FOR TASK 2&3:

Task 2 – TEXTILE, PRINTING AND DESIGN

(10marks)

Task 3: CRAFT DESIGN

(10marks)

Objectives:

- To identify and differentiate details in structure of different weaving, printing and dyeing techniques (e.t.c)
- Explain different weaving methods, printing and dyeing techniques.
- Create and produce a weaving article and a printed design product from the list given in the design briefs.

Instructions for teachers:

1. Each student is doing this task must work individually to ensure marks are fairly and correctly awarded.
2. Copies of the task description and the assessment marking scheme must be given to students.
3. The marking scheme must be followed by the teacher during the scoring.
4. Enter students' marks and presented it to the moderator.

Instructions for students:

1. You are to choose one craft and one article from the list of articles and crafts given.
2. You are to work according to the design brief given to you.
3. Research some possible designed prints and different weavings.
4. Compare designs and methods
5. Provide a proposed costing, order and make one.
6. Display your final products for moderation.

TASK 2: Design Brief for Textile, Printing and Design

10marks

Problem:

The year 12 students ask to have a display at the end of the term. Students are asked to prepare better garments for the display.

Task:

Prepare and sew a garment suitable for the display. The garment has to be designed and well decorated before the display. Choose one garment from the list given below:

Suggested garment:

- Skirt.
- Short
- Top
- Hand bag
- Sun frog
- Puletasi
- Shirt
- Dress
- alo'a

Specifications:

1. The garment has to be done within two weeks.
2. It must cost not more than \$15.00
3. The material use must be suitable for the type of garment selected.
4. The measurements must be accurate.
5. Good use of designing techniques

Task 3: Design Brief for Craft Design

10marks

Problem:

The Auckland Grammar College Year 12 visited your school for two weeks. During the two weeks, the principal asks the FTT students to weave a craft in order to present as gifts for the school

Task:

Your task is to weave and decorate a craft for a gift. The craft has to be displayed before presented. Choose a craft from the list given:

- hat
- basket
- table mat
- fruit basket
- fan
- photo frame

Specifications:

1. The craft has to be completed within two weeks.
2. It must show good weaving skills.
3. The local materials used must be in good quality.
4. It must be a removable gift (it can be carried to overseas countries).

Task 2

Assessment Rubrics: Article: *skirt, short, top, hand bag, sun frog, puleyasi, shirt, dress, alo'a*

(10 marks)

Learning outcomes	Skills	Criteria	Marks
Identify the property of fabrics and material used	UNI STRUCTURAL	<ul style="list-style-type: none"> • Good property of fabric/material use according to the pattern use • Fabric/material is not appropriate for the garment 	1 0
Identify the ability in producing a pattern of designs to decorate the garment/ article	UNI STRUCTURAL	<ul style="list-style-type: none"> • Shows much ability in producing a pattern of designs to decorate the table cloth. • All procedures are failed to show. 	1 0
Identify the appropriate material with appropriate costing	UNI STRUCTURAL	<ul style="list-style-type: none"> • Shows much skill in buying and selecting appropriate material and paint for the article. • Shows no skills in buying and selecting appropriate material and paint for the article. 	1 0
Integrate skills in using a correct and neat hemming stitch	RELATIONAL	<ul style="list-style-type: none"> • Shows much skill in using a correct and neat hemming stitch. • Show some skills in using a correct and neat hemming stitch • Shows very little skill in using a correct and neat hemming stitch. • Shows no skill in using a correct and neat hemming stitch. 	3 2 1 0
Evaluate the progress of the final product	EXTENDED ABSTRACT	<ul style="list-style-type: none"> • Shows an outstanding quality appearance of a finished product. • Shows some quality and fair results in the finished product. • Shows very little quality of the finished product. • Incomplete product • No product 	4 3 2 1 NR

Year 12 FTT Student Record Sheet:**Task 2: Article**

Name of Student: _____

School: _____

Learning Outcomes		Response	Expected Level	
1	Identify the quality of fabrics and material used		1	<i>Uni structural</i>
2	Identify the ability in producing a pattern of designs to decorate the garment/ article		1	<i>Uni structural</i>
3	Identify the appropriate material with appropriate costing		1	<i>Uni structural</i>
4	Integrate skills in using a correct and neat hemming stitch		3	<i>Relational</i>
5	Evaluate the progress of the final product		4	<i>Extended Abstract</i>
	<i>TOTAL</i>		<i>/10</i>	

Task 3

Assessment Rubrics: Crafts: *hat, basket, table mat, fruit basket, fan, photo frame*

10 marks

Learning Outcome	Skill Level	Criteria	Marks
Name traditional materials for making the craft	UNI STRUCTURAL	<ul style="list-style-type: none"> Good selected of the traditional materials for making the craft. Materials are bad. 	1 0
Note the procedures of weaving to be neat and tightly woven	UNI STRUCTURAL	<ul style="list-style-type: none"> All procedures of weaving are neat and tightly woven. Badly done 	1 0
Apply skills and method in designing patterns for the craft	MULTI STRUCTURAL	<ul style="list-style-type: none"> Shows much skill in designing patterns for the article. Shows little skill in designing patterns for the article. The designing of the craft is badly done 	2 1 0
Identify the correct size and shape of the craft	UNI STRUCTURAL	<ul style="list-style-type: none"> Correct size and shape of the article No skills in producing a correct size and shape. 	1 0
List the steps for making the product	MULTI STRUCTURAL	<ul style="list-style-type: none"> All procedures for making the products provided. Only one correct procedure provided. No correct respond. 	2 1 0
Contrast ideas to create an outstanding product(craft)	RELATIONAL	<ul style="list-style-type: none"> Finished product is outstanding. Shows very little quality of the finished product. Shows no good quality of the finished product. No product 	3 2 1 NR

Year 12 FTT Student Assessment Record Sheet:**Task 3: Crafts**

Name of Student: _____

School: _____

Learning Outcomes		Response	Expected Level	
1	Name traditional materials for making the craft		1	<i>Uni structural</i>
2	Note the procedures of weaving to be neat and tightly woven		1	<i>Uni structural</i>
3	Apply skills and method in designing patterns for the craft		2	<i>Multi structural</i>
4	Identify the correct size and shape of the craft		1	<i>Uni structural</i>
5	List the steps for making the product		2	<i>Multi structural</i>
6	Contrast ideas to create an outstanding product(craft)		3	<i>Relational</i>
	<i>TOTAL</i>		<i>/10</i>	

<u>SAMOA SCHOOL CERTIFICATE - 2022</u>										
IA Mark Capture Form										
Subject:	60 FOOD & TEXTILES TECHNOLOGY			School:						
Task:	1. Food and Nutrition			Qualification		SSC				
SPIN	Surname	First Name	Learning outcomes							
			1 (SL2)	2 (SL4)	3 (SL3)	4 (SL4)	5 (SL3)	6 (SL3)	7 (SL1)	

SAMOA SCHOOL CERTIFICATE - 2022

IA Mark Capture Form

Subject:	60 FOOD & TEXTILES TECHNOLOGY		School:						
Task:	2. Article		Qualification		SSC				
SPIN	Surname	First Name	Learning outcomes						
			1 (SL1)	2 (SL1)	3 (SL1)	4 (SL3)	5 (SL4)		

SAMOA SCHOOL CERTIFICATE - 2022

IA Mark Capture Form

Subject:	60 FOOD & TEXTILES TECHNOLOGY		School:						
Task:	3. Crafts		Qualification		SSC				
SPIN	Surname	First Name	Learning outcomes						
			1 (SL1)	2 (SL1)	3 (SL2)	4 (SL1)	5 (SL2)	6 (SL3)	