EXAMINATIONS COUNCIL OF ESWATINI

FOOD AND TEXTILES TECHNOLOGY SYLLABUS

Subject Code: 5926

For Examination in 2025 - 2026

Eswatini Prevocational
Certificate of Secondary Education
EPCSE

What has changed in the EPCSE Food and Textiles Technology 5926 for 2025 to 2026

The 2021 to 2023 syllabus has been revised. There were changes which were made in the syllabus.

You are advised to read the whole syllabus before planning your teaching programme.

Changes made.

Paper 3

1. The content of the proposal (number of words) has been reduced to **600-800.**
2. The content of the write-up of the whole project (number of words) has also been reduced to **2300-2800.**
3. Submission of all write ups should be in hard copies only.

Content:

Topics which were added/ merged

1. FT1- Topic 1: Deficiency diseases to be covered listed

2. FT2- (i) Basic Kitchen tools and equipment (2.0)

(ii) Cutting Techniques (2.2)

3. FT3- Example of baked products that use yeast included

4. TT2 THEME changed to: Making garments and other fashion items and accessories using commercial patterns.

(i) Assembling of a garment, accessories i.e bags, fascinators/hats and other fashion items.

5. TT3 –(i) Facings

(ii) interfacings

6. TT4- Theme changed to: Fashion production.

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ESWATINI PREVOCATIONAL EDUCATION PROGRAMME

Broad Guidelines

The Ministry of Education and Training is committed to strengthening and reforming the Prevocational Education Program (National Technical and Vocational Education and Training and Skills Development Policy, 2010) to provide equitable access for all students of appropriate age to quality secondary education (Form 4 and 5). This programme and its assessment system prepare the students for:

- their role in the socio-economic life of Eswatini and the world of work, and
- further vocational, technical, and tertiary education.

Eswatini's National Education and Training Policy Directives

The Eswatini Prevocational Education Programme in Form 4 and Form 5 offers all students important learning opportunities regardless of their chosen programme area. Students in the programme will:

- develop skills that can be applied immediately and in their future activities
- refine career-planning skills
- improve the entrepreneurial potential
- acquire technology-related competence
- enhance employability opportunities
- demonstrate increased self-confidence and independence
- apply and reinforce competencies developed in other study areas.

The National Curriculum for Form 4 and Form 5

Students are exposed to learning experiences that catalyse the development of basic competencies in all programme areas. These competencies include:

- Managing learning
- Independent learning
- Managing resources
- Problem solving and innovation
- Effective communicating
- Working with others
- Responsibility
- Critical thinking
- Technology application

To enhance the development of these skills, students must enrol for the **five academic** core subjects, **two prevocational** core subjects and **one prevocational elective** chosen from four subjects.

Academic Core	Prevocational Core	Prevocational Electives
• SiSwati • English language • Mathematics • Sciences • Religious Education	• Entrepreneurship • Information and Communications Technology	• Agricultural Technology • Business Accounting • Food and Textiles Technology • Technical Studies

FOOD AND TEXTILES TECHNOLOGY

The Eswatini Prevocational Education Programme is designed as a two-year course for examination in Form 5. The syllabus is designed to meet the requirements of the Prevocational curriculum guidelines. Assessment guidelines provide a detailed structure to the curriculum and explain how assessment should be developed and carried out as an integral part of practical classroom teaching and learning.

Prevocational Food and Textiles Technology is a multi-disciplinary subject that will, using student-centred teaching approaches, allow students of various abilities to make use of the existing knowledge, and initiative to solve day-to-day problems. The Prevocational Food and Textiles Technology syllabus will allow students to apply Entrepreneurial and Information Communication Technological skills to develop the necessary knowledge and attitudes.

The Food and Textiles Technology is designed to provide students with a foundation in product design, production processes and opportunities to develop practical skills and knowledge in planning, designing, and producing useful products such as dishes and meals, soft furnishings and garments.

Teaching and learning of Prevocational Food and Textile Technology will adhere to scientific and environmental principles of fashion and food processing. Students will thus develop a wide range of skills emanating from existing Food and Textiles Technology problems, and socio-economic and political issues.

The main sections are:
Assessment
Syllabus content
Grade descriptors
Appendices

RATIONALE

The Programme and its assessment system prepare the students for their role in the socio-economic life in Eswatini. Food and Textiles Technology is a course of study that can establish the pathway for further education, (self) employment in the field of hospitality and textiles industry, etc. The subject helps students to develop problem-solving skills and an understanding of the subject matter. It also helps students to acquire practical skills to use for daily living and prepares them for a vast range of careers.

Food and Textiles Technology contributes directly to the development of skills that include:

- Critical and creative thinking
- Information and communication technology
- Numeracy
- Problem-solving
- Self-management and competitiveness
- Social and cognitive skills

AIMS

The aims of the syllabus are the same for all students. These aims are set out below and describe the educational purposes of the course in the Prevocational Food and Textiles Technology examination. They are not listed in order of priority.

The aims are to enable students to:

1. acquire knowledge and recall information related to principles of nutrition, food preparation, textiles, and garment construction processes (AO1).
2. develop scientific knowledge and understanding of the composition of foods and textiles technology (AO1, AO2).
3. developmental processing through interpretation of technological aspects of producing and processing foods and textile garments (AO2).
4. develop skills to interpret information useful for further study about environmental, aesthetic, technical, economic, ethical, cultural, and social awareness in factors affecting diet and garment construction textiles (AO2).
5. demonstrate reasoning, justify interpretations, predict, and propose solutions for society with regard to food and clothing construction, meal planning, food preservation and garment construction (AO3).
6. develop and apply analytical and decision-making skills to demonstrate practical skills in the creative use of garment construction, food materials, equipment, and techniques appropriate for the production of garments and food products (AO4).
7. develop confidence in the selection, innovation, proficiency and creative skills in the design, production and evaluation of textiles and food items (AO4).

PRIOR KNOWLEDGE

The programme is designed for students who have completed Eswatini Junior Secondary Education or equivalent.

PROGRESSION

The Prevocational Food and Textiles Technology enable candidates to progress directly to gainful employment, apprenticeship, self-employment or further education in the Food and Textile industries.

TEACHING HOURS

The size of the qualification is described in terms of Guided Learning Hours (GLH) and total Qualification Time (TQT). The TQT is 180 hours and GLH is 130 hours over 2 years. GLH is teacher-student contact hours which include time spent on teaching, supervising and invigilating. TQT includes GLH, summative assessment and unsupervised learning activities.

SUPPORT DOCUMENTS

A wide range of materials and resources are available to support teachers in Eswatini schools. The resources suit a variety of teaching methods in the local context. Through targeted training forums, teachers can access the expert advice they need for teaching this syllabus at www@examscoucil.org.sz to download the current syllabus together with specimen papers, past question papers and examiners' reports.

RECOMMENDED TEXTBOOKS

1. The business of Fashion-Linda Arew
2. Pattern making for Fashion Design-Helen Joseph Armstrong
3. Sew to Success- Kathleen Spike
4. Successful Sewing, 7th edition (2012) by Westfall M.G
5. Focus on Fashion & Fabrics-Gardener R. Vol.1 and 2
6. Food Preparation and Nutrition - Val Fehners.
7. Food and Nutrition for GCSE
8. Food for today
9. All about Food, McGrath H.
10. The World of Food Medved E.
11. The Professional Chef
12. Baking and Pastry
13. On Cooking 6th edition Labensky etal (2018)

Basic Equipment

Bowls, scales, measuring equipment, various knives for different purposes, various spatulas, baking tins, cake tins, grease-proof paper, sewing machines, sewing equipment, various types of cutting tools, marking tools, various types of pressing/ironing tools, etc.

Specialised equipment

Hand whisk, draining spoons, graters, and body foam.

Desirable Equipment (not essential)

Electric mixers, liquidisers, blenders, computerised sewing machine, cutting tables and fabric cutters.

EXAM PREPARATION RESOURCES

Examination reports, syllabuses, past papers, and specimen papers are available on the ECESWA website www.examscouncil.org.sz

TRAINING

ECESWA offers training in assessment to ensure that teachers have the relevant knowledge and skills to assess learning.

SPECIAL REQUIREMENT

Workshops/Laboratories furnished with functional equipment for conducting practicals. There should be separate laboratories/classrooms for Food and Textile components.

ASSESSMENT

This section details the assessment objectives, the specification grid, the description of the papers, the scheme of assessment and the weighting of the papers.

The assessment of Prevocational Food and Textiles follows the Depth of Knowledge (DoK) model developed by Norman Webb. This model is preferred over others because it is applied to learning expectations and aligns itself well with the assessment of the Prevocational objectives.

The DoK is more applicable to the assessment of Prevocational tasks and cognitive demands as it categorises the tasks according to the complexity of thinking required to successfully complete them. It extends beyond **what** is done to **how** it is done.

ASSESSMENT OBJECTIVES

The Assessment Objectives (AO) in Prevocational Food and Textiles Technology are:

AO1 Recall and reproduction
AO2 Skills and concepts
AO3 Strategic thinking
AO4 Extended thinking

A brief description of each assessment objective follows:

AO1 Recall and reproduction

Involves recall of information and/or rote application of simple procedures.
Students are required to demonstrate routine responses, e.g.

- Recall a formula
- State facts
- Recall principles and properties
- Perform agreed tasks and routines.

These are some of the verbs which may be used:
State, arrange, calculate, define, copy, identify, list, label, match, measure, quote, outline, etc.

AO2 Skills and concepts

Involves some mental processing beyond simply recalling or reproducing a response.
It requires two or more steps in the processing of texts or parts of texts.
Students will be required to make observations and make basic analysis or interpretations of information, e.g.

- Describe methods and procedures
- Distinguish methods and procedures.
- Interpret given information.

- Estimate proportions of ingredients and materials.
- Illustrate concepts and drawings

These are some of the verbs which may be used:

Apply, classify, collect, display, compare, distinguish, estimate, illustrate, interpret, organise, predict, sketch, show, solve, summarise, describe, discuss, tabulate, etc.

AO3 Strategic thinking

This level requires deep knowledge involving more demanding reasoning, planning, using evidence and higher mental processing.

Students are required to apply a higher level of thinking than the above two levels e.g.

- Develop a plan or a sequence of steps
- Justify interpretations
- Cite evidence
- Analyse the use of elements and solutions.
- Suggest solution to a given problem.

These are some of the verbs which may be used:

Explain, assess, develop, differentiate, formulate, hypothesise, investigate, revise, solve, construct, prepare, draw, demonstrate, etc.

AO4 Extended thinking

At this level, the reasoning is more complex.

Students are required to use extended or integrated higher-order thinking processes e.g

- Critique against set standards.
- Create and innovate products.
- Reflect and adjust plans over time.

These are some of the verbs which may be used:
compose, create, critique, defend, design, evaluate, judge, propose, synthesize, etc.

NB: The verbs listed (AO1-AO4) are meant to enhance understanding of the DoK model. However, the command words that will be used in this syllabus are stated in Appendix 3.

SPECIFICATION GRID

The approximate weightings allocated to each of the assessment objectives are summarised in the table below:

Assessment Objectives	Weighting (%)
(AO1) Recall and reproduction	30 %
(AO2) Skills and concepts	28 %
(AO3) Strategic thinking	26 %
(AO4) Extended thinking	16 %

WEIGHTING OF PAPERS

The assessment objectives are weighted to indicate their relative importance. The percentages are not intended to provide a precise statement of the number of marks allocated to particular objectives.

The table below shows the further percentage breakdown of the assessment objective for each examination paper.

Paper	Assessment objectives				Total (%)
	Recall and reproduction (%)	**Skills and concepts** (%)	**Strategic thinking** (%)	**Extended thinking** (%)	
1	20% (32 marks)	5% (8 marks)			**25%**
2	10% (29 marks)	15% (42 marks)	10% (29 marks)		**35%**
3		8% (20 marks)	14% (35 marks) 2% (5 marks)	16% (40 marks)	**40%**
Total	**30 %**	**28%**	**26%**	**16%**	**100%**

NB: for paper 3, under AO3 strategic thinking, the 2% marks are for teacher supervision.

SCHEME OF ASSESSMENT

The examination consists of three papers: Paper 1, Paper 2 and Paper 3. Paper 1 consists of multiple-choice questions, Paper 2 consists of short, structured and extended questions and Paper 3 is a project. All three papers are compulsory. Candidates in this syllabus are eligible for grades A* to G.

In this curriculum, students will engage with ICT applications when developing design ideas and researching information to support project work.

The prescribed software for examination in this syllabus are:

(i) Cameo V6 libraries- for advanced editing of pattern styles and shapes
(ii) Lascon PLM (Product Life cycle) software for adjustment and development of new recipes

DESCRIPTION OF PAPERS

Paper 1

This is a theory paper comprising 40 multiple-choice questions worth **40** marks assessing objectives AO1, and AO2. Duration is 1 hour. This paper contributes 25% of the overall mark.

Paper 2

This is a theory paper consisting of short, structured and extended questions worth 100 marks assessing objectives AO1, AO2 and AO3. Duration is 2 hours. This paper contributes 35% of the overall mark.

This paper consists of **two** sections A and B.

Section A: consists of short constructed responses worth **40** marks assessing objectives AO1, and AO2.

Section B: consists of structured and extended constructed responses worth **60** marks. Candidates will be required to answer four questions for 15 marks each. Questions in this paper will test AO2 and AO3.

The theory papers contribute 60% towards the overall syllabus mark.

Paper 3

This paper requires students to complete two school-based projects and marks are allocated in three stages which are: a written proposal, product development stage and evaluation. This paper is worth 100 marks (50 marks from FT and 50 marks from TT) assessing objectives AO2, AO3 and AO4. The duration of the projects is 26 hours from February to August. The candidate's work consists of a portfolio of evidence of school-based assessment covering the three stages.

The role of the teacher will be to supervise the project. The teacher will award marks based solely on the degree of supervision using the assessment criteria in Appendix 2. The marks awarded by the teacher will contribute 5% towards the overall mark of the projects.

The projects will be externally assessed by an examiner who will be appointed by ECESWA. The external examiner will be a specialist in the subject area who is not a classroom teacher. The external examiner will assess each stage of the project using confidential assessment criteria developed by ECESWA. This will contribute 95% towards the overall mark of the projects.

Centres will submit candidates' proposals to ECESWA by 31st March each year for external assessment.

The project (Paper 3) will contribute 40% towards the overall syllabus mark.

Contents of a Portfolio

The portfolio must include sufficient evidence, e.g. photographs, a write-up of the three stages of the project, planning sheets and any other relevant information to prove originality.

The portfolio must include the candidates' name, Centre name and candidate number for identification purposes.

GUIDELINES FOR THE PROJECT

The assessment that will contribute to the final exam will begin in Form 5. Information on the assessment will be sent by ECESWA at the beginning of the first term. Thereafter, candidates will begin the first stage of the project. Candidates are expected to work individually not in groups.

For the Entrepreneurship and ICT projects candidates are allowed to choose one of the two projects in Food and Textile Technology.

The projects will be assessed in three (3) stages as follows:

Stage 1 - Proposal (written presentation) worth 15 marks

The proposal should include:

- Introduction - background and purpose of the project/theme/situation
- Problem statement - identification of a need (gap)
- Justification - why this project?
- Literature Review
- Methodology – procedure (outline of the steps) to follow to achieve the end – product.
- Time frame - anticipated completion dates for each stage of a project
- References - list of sources of information

Each candidate will produce a proposal of between 600 and 800 words under the guidance of the supervisor (teacher). After approval of the proposal by the supervisor, candidates may continue with the project. The proposal will be submitted to ECESWA in hard copy by 31st March each year.

Stage 2 – Product development stage worth 70 marks

This stage comprises the following:

- Preparation/Layout - shopping list, pattern recipe provided/plan of action (15 marks)
- Implementation (40 marks)
- Product realisation (15 marks)

This stage will include:

- Preparation/Layout of the product - description of the product informed by the proposal
- Specification plan - processes of the production
- Implementation - product development (time management, logical working, techniques demonstrated, hygiene/safety, resource management and use of appropriate equipment)
- Product realisation – the final product

Stage 3- Evaluation of product worth 10 marks

- Evaluate product against pre-set standards
- Possible modifications
- Ultimate purpose

Report submission mode

All reports should be submitted as a hard copy booklet.

Report presentation format for the project:

Font: Arial 12 pts, single line spacing, pagination: bottom centre, margins: top and left margin 3 cm, bottom and right 2.54 cm, number of words: 2300-2800, reference style: American Psychology Association (APA).

Submission dates

Proposal - by **31st March** of each calendar year.

Project Report and Portfolio - by **31st October** of each calendar year.

Features of Project

- Theme
- Duration (should be enduring but doable within the given time frame)
- Scope (specifications e.g. a skirt rather than garments)
- Feasibility (practicality)
- Usability (functional, not a model)
- Relevance (of contemporary value, addresses a social need)

Report presentation (Font size, line spacing, pagination, font type, margins, number of words and reference style)

CURRICULUM CONTENT

The syllabus content of Food and Textiles Technology will allow students to study both theoretical and practical aspects. The syllabus content consists of two disciplines which are Food Technology (FT) and Textiles Technology (TT). FT has seven (7) and TT has five (5) topics. All twelve (12) topics are compulsory.

The appropriate teaching time for Food and Textiles Technology should be equivalent to 5 periods of forty (40) minutes per week for fifty-two (52) weeks over the two years.

The abbreviations, i.e. and e.g. have contextual meaning in this syllabus. Content which follows an i.e. must be taught and content which follows an e.g. indicates that students must know and be able to use as examples.

COMPONENT 1: FOOD TECHNOLOGY (FT 1- FT 7)

FT 1 - INTRODUCTION TO NUTRITION			
	General Objectives At the end of the programme,	**Content (C)**	**Outcome (O)**
Topic	**students can:**	**Students learn about:**	**Students learn to:**
1.0. Nutrients	1.0 demonstrate knowledge and understanding of nutrients	C1.1. Functions, sources and deficiency diseases for nutrients, i.e: (i) proteins (high and Low biological value) (ii) carbohydrates (monosaccharides, disaccharides, polysaccharides) (iii) fats (saturated and unsaturated) (iv) vitamins (water and Fat soluble) (a) vitamin A (b) vitamin B, (Thiamine, niacin and Riboflavin,B_6,B_{12}) (c) vitamin C (d) vitamin D (e) vitamin E (f) vitamin K (v) mineral elements (a) calcium (b) iron (c) phosphorus (d) iodine (e) sodium chloride (f) potassium. (g) zinc	O1.1.1 state, classify and explain functions, sources and deficiency diseases for nutrients Deficiency diseases: • Proteins – Kwashiorkor • Vitamin A – Night blindness • Vitamin B_1 (Thiamin) – Beriberi • Vitamin B_3 (Niacin) - Pellagra • Vitamin C - Scurvy • Vitamin D – Rickets, Oesteomalacia • Vitamin K – Bleeding in babies

		C1.2. Importance of water and fibre/non-starch polysaccharides (NSP) in the human body. C1.3 Food pyramid i.e.: (i) Definition (ii) Importance (iii) Food Groups	O1.2.1 state and explain the importance of water and fibre (NSP) in the human body O1.3.1 define and describe the importance of a food pyramid O1.3.2 select foods in a food pyramid and servings to create balanced meals
FT 2- FOOD PREPARATION			
Topic	**Students can:**	**Students learn about:**	**Students learn to:**
2.0 Basic kitchen tools and equipment **2.1 Cooking Methods** **2.2 Cutting techniques**	2.0 demonstrate knowledge, usage, care and safety of the basic kitchen tools and equipment **2.1** demonstrate knowledge, understanding and application of skills in preparing meals using moist and dry cooking methods **2.2 demonstrate skills in cutting food**	2.0 Classification (i) small i.e. Knives, saucepans, hand mixer, food processor, microwave (ii) large i.e. Stoves, refrigerator, Bain- Marie (iii) correct choice, use, care and storage of kitchen equipment C2.1. Food preparation i.e.: (i) importance (reasons for cooking food) (ii) methods of cooking: (a) moist i.e.: • boiling • steaming • stewing (b) dry i.e.: • frying • baking • roasting • grilling C2.2 Cutting techniques i.e. cubing, shredding, chopping, slicing, mincing C2.3 Effect of cooking on foods ,i.e: proteins - coagulation Sugars - dextrinization Starch - gelatinisation Fruits/vegetables- oxidation texture and colour Enzyme action	O2.0.1 Identify and classify basic kitchen tools and equipment (small and large). O2.0.2 Describe care, storage and cleaning of basic kitchen tools and equipment O2.0.3 Explain the correct choice, use, care and storage of kitchen equipment O2.1.1 state and explain reasons for cooking food O2.1.2 state and describe methods of cooking O2.1.3 discuss the advantages and disadvantages of methods of cooking O2.2.1 demonstrate skills in cutting food O2.3.1 state and explain the effect of cooking on various food

		C2.4Cooking and serving basic nutritious and balanced meals: (a) meal types, i.e: • breakfast • lunch • supper (b) the procedure, e.g. preparing and serving	O2.4.1 demonstrate the methods of cooking to produce dishes economically- (considering time, ingredients and energy) O2.4.2 state and describe ways of preparing and serving different meals O2.4.3 demonstrate the cooking and serving of nutritious dishes using different methods
FT 3- BAKING			
Topic	**Students can:**	**Students learn about:**	**Students learn to:**
3.0 Ingredients and methods of baking.	**3.0** demonstrate knowledge, understanding and application skills in the preparation, baking, presentation and evaluation of baked products	C3.0 Ingredients used when baking: i.e, (i) flour e.g. self-raising, cake and bread flour (ii) liquid e.g. milk, water, fruit juice and egg (iii) shortening e.g. solid fats and oils (iv) eggs (v) sugar e.g. castor, granulated and brown (vi) raising agents e.g. baking powder, bicarbonate of soda, yeast and air (vii) flavouring e.g. vanilla, milo, cocoa (viii) food colouring C3.1 Methods of cake making: (i) creaming- (cakes) (ii) rubbing in - (iii) whisking (iv) melting (v) all-in-one Baked products to include, i.e.: cakes, shortcrust pastry, biscuits, muffins, scones C3.2 Common faults of baked products in: (i) cakes, e.g. sunken cake, fruits sunken, cracking top (ii) pastry, e.g. heavy, soggy. (iii) biscuits, e.g. shape (iv)muffins e.g. dry, tunnels (v)scones e.g. texture, size	O3.0.0 state and explain the use of the various ingredients when baking O3.1.1 state and describe the methods of cake-making and the other baked flour product O3.2.1 state and describe common faults of baked flour products

		C3.3 Evaluation of the quality of the finished products, i.e. characteristics - e.g. shape, colour, texture and flavour	O3.3.1 state and describe the criteria and evaluation procedure for finished products O3.3.2 demonstrate skills in planning, preparation, baking serving and evaluating a variety of baked products
		C3.4 Icing and decorating of baked products e.g. cakes (i) types of icings e.g. glazing, butter, frosting, ready-made, royal (ii) equipment, e. g piping bag, scraper, cake board.	O3.4.1 state and describe methods of cake decoration O3.4.2 demonstrate skills in the preparation of icing and decoration of baked products
3.1 Yeast bread and sandwich-making	3.1demonstrate knowledge, understanding and application skills in bread and sandwich making	C3.5 Bread making i.e.: (i) ingredients i.e.: (a) bread and cake flour (b) liquid (c) sugar (d) Instant yeast (ii) procedure i.e.: (a) mixing (b) kneading (c) fermentation (d) shaping (e) proving (f) baking (g) cooling (iii) common faults i.e.: (a) sinking top (b) small and dense (c) sour taste (d) flat shape (e) large holes (f) cracking top (g) heavy texture	O3.5.1 list and explain Ingredients suitable for bread-making O3.5.2 state and describe the procedure for making bread O3.5.3 state and explain common faults in the preparation of bread O3.5.4 state and describe ways of maintaining freshness in bread O3.5.5 demonstrate skills in bread making and other products using yeast yeast i.e. yeast buns, doughnuts and pizza.
		C3.6 factors to consider when preparing sandwiches and fillings i.e.: (a) freshness (b) simplicity of ingredients (c) proportion of ingredients (d) filler seasoning/flavour (e) crunchiness (f) layering	O3.6.1 state and discuss factors to be considered when preparing sandwiches O3.6.2 suggest appropriate spreads and fillings for sandwiches O3.6.3 demonstrate skills in the preparation of

		(g) colourful ingredients (h) packaging	spreads and fillings for sandwiches
FT 4 – FOOD SAFETY AND HYGIENE			
Topic	**Students can:**	**Students will learn about:**	**Students learn to:**
4.0 Food spoilage	4.0 demonstrate knowledge, and understanding of food safety and sanitation in the kitchen	C4.1 Agents of food spoilage, i.e.: (i) bacteria (ii) enzymes (iii) moulds (iv) yeast C4.2 Symptoms of food poisoning and foodborne illness C4.3 Causes of food poisoning i.e. (i) poor kitchen hygiene, e.g. dirty utensils, household pests (ii) poor personal hygiene e.g. (uncovered cuts/skin infections, coughing/sneezing near food) (iii) contaminated water (iv) poor food handling, e.g. storage C4.4 measures for prevention of food contamination: Observe: (a) personal hygiene rules (b) kitchen sanitation, e.g. pest control (c) food hygiene, prevent cross-contamination, temperature control	O4.1.1 identify and describe the agents of food spoilage O4.2.1 outline symptoms of food poisoning and food-borne illness O4.3.1 state and discuss the causes of food poisoning O4.4.1 state and discuss measures required to prevent food contamination
FT 5 - CONVENIENCE FOODS			
Topic	**Students can:**	**Students will learn about:**	**Students learn to:**
5.0 Convenience foods	**5.0** demonstrate knowledge understanding and application skills about convenience food	C5.1 convenience foods, i.e.: (a) convenience foods, i.e: (i) dehydrated, e.g. mashed potatoes, custard, etc. (ii) canned/bottled, e.g canned fruit, canned fish, etc (iii) frozen, e.g. ice cream, beef burgers, meats, etc (iv) ready to eat, e.g. cakes, biscuits, French fries, hamburgers, pizza, chicken waffles, etc	O5.1.1 state, classify and describe convenience foods

		C5.2 advantages and disadvantages of convenience foods (a) advantages, i.e.: (i) quick, minimum or no preparation (ii) fuel economy (iii) no cooking experience is required (iv) useful for emergencies (v) added nutritive value (vi) easy storage (b) disadvantages, i.e.: (i) costly (ii) monotonous (ii) taste quality (iv) consequences to health (v) quality of ingredients (vi) lack of cooking skills	O5.2.1 discuss advantages and disadvantages of convenience foods
		C5.3 reasons for the popularity of fast and convenience foods, i.e: (i) beneficial to unskilled cooks (ii) convenient to busy lives (ii) readily prepared (iv) provides information about nutrients (v) used for emergencies/ elderly benefit (vi) used for social reasons	O5.3.1 state and discuss reasons for the popularity of convenience foods.
		C5.4 information provided on convenience products, i.e.: (a) Mandatory, i.e.: (i) statement of identity (ii) product net weight (iii) address of the manufacturer (iv) nutrition facts (v) list of ingredients (vi) expiry date (b) Voluntary, i.e. (i) serving size (ii) calorie per serving (iii) optional nutrients (iv) supplements (v) claims on the product	O5.4.1 state, interpret and explain information provided on convenience food packaging
			O5.5.1 demonstrate

		C5.5 incorporating various convenience foods into family meals	skills in incorporating convenience foods into family meals
FT 6 - MEAL PLANNING AND CATERING			
Topic	**Students can:**	**Students will learn about:**	**Students learn to:**
6.0 meal planning	6.0 demonstrate knowledge, understanding and application skills in meal planning and catering	C6.1 terms used in meal planning, i.e.: (i) menu (ii) buffet (iii) meal (iv) course	O6.1.1 define terms used in meal planning
		C6.2 factors influencing meal and menu planning for the family/events, i.e.: (i) season of the year (ii) experiences of the cook (iii) time of the day/event (iv) state of health of an individual (v) occupation/activity (vi) gender of the person (viii) number of people (ix) available facilities (xi) income	O6.2.1 describe and discuss factors influencing meal and menu planning for the family/events
		C6.3 nutritional needs of the following groups: (i) teenagers (ii) pregnant and nursing mothers (iii) invalids and convalescents (iv) vegetarians	O6.3.1 state and describe individual groups O6.3.2 state and discuss factors affecting their nutritional needs O6.3.3 suggest and justify appropriate nutrient requirements for each group O6.3.4 demonstrate skills in planning, preparation, cooking and serving meals for the stated groups NB: Include locally/traditional Foods O6.3.5 evaluate meals for stated groups
6.1 Catering	**6.1** demonstrate knowledge, understanding and application skills in catering for different occasions.	C6.4 points to be considered when planning to cater for an event, i.e.: (a) type of event, e.g., parties, weddings	O6.4.1state and explain points to be considered when planning to cater for an event O6.4.2 demonstrate skills in planning, preparation, cooking and serving

		(b) number of people (c) budget/ type of menu (d) facilities available C6.5 environmental impact of Food preparation, when catering for different occasions, i.e: (i) Food waste (ii) Water usage (iii) Energy consumption (iv) Packaging materials	meals for different occasions O6.5.1 discuss ways of incorporating environmental factors when planning for a catering event O6.5.2 evaluate meals for different occasions
FT 7- FOOD PRESERVATION			
Topic	**Students can:**	**Students will learn about:**	**Students learn to:**
7.0 Food preservation	7.0 demonstrate knowledge, understanding and application skills in food preservation techniques	C7.1 food preservation C7.2 reasons for preserving foods, i.e.: (a) prevention of microbes (b) nutritional value improvement (c) improved shelf life (d) food availability when out of season (e) economic reasons (f) variety in meals C7.3 Preservation principles. i.e: (i) heating - bottling (ii) moisture removal - drying (iii) exclusion of air bottling - Jam making (iv) reduction in temperature - refrigeration and freezing. (v) chemical preservation - sugar, salt and vinegar. C7.4 labelling food preserves, i.e.: (i) Importance (ii) labelling procedure	O7.1.1 define food preservation O7.2.1 state and explain reasons for preserving foods O7.3.1 analyse and discuss food preservation principles O7.4.1 Demonstrate skills in the preservation and labelling of various foods

COMPONENT 2: TEXTILES TECHNOLOGY (TT 1- TT 5)

TT 1– SEWING TOOLS AND EQUIPMENT			
	General Objectives At the end of the programme,	**Content (C)**	**Outcome (O)**
Topic	**students can:**	**Students will learn about:**	**Students learn to:**
1.0 Sewing Tools and equipment	1.0 demonstrate knowledge, and understanding of the choice, care and application of sewing equipment	C1.1 sewing tools i.e.: (i) measuring, i.e. (a) tape measure (b) seam gauge (c) transparent rulers (ii) cutting tools i.e.: (a) shears (dressmakers' pinking) (b) pair of scissors: i.e. buttonhole, embroidery (c) seam ripper (iii) marking tools i.e.: (a) tailors' chalk (b) carbon paper (c) tracing wheel (iv) sewing tools i.e: (a) small - e.g. hand and machine sewing needles, thimbles (b) large – (v)pressing equipment i.e.: (i) iron (ii) ironing board (iii) sleeve board (iv) steam press C1.2 Sewing machine, i.e. (i) Types of sewing machines, i.e. electric, hand, industrial, overlocker/serger (ii) parts (iii) functions (iv) care procedures (v) common faults and remedies (vi) skills when using a sewing machine	O1.1.1 identify and describe types of sewing tools/equipment O1.1.2 state the functions of sewing tools/equipment O1.1.3 discuss the choice, care and storage of sewing tools/ equipment O1.2.1 identify and state functions of parts of a sewing machine O1.2.2 states, describe and practice correct care procedures for sewing machines O1.2.3 states, discuss and practice troubleshooting in sewing machines O1.2.4 demonstrate skills in the use of a sewing machine

TT 2 – MAKING GARMENTS AND OTHER FASHION ITEMS AND ACCESSORIES USING COMMERCIAL PATTERNS			
Topic	**students can:**	**Students will learn about:**	**Students learn to:**
2.0 Commercial patterns	2.0 demonstrate knowledge, understanding and application skills in: (i) the use of commercial patterns	C2.1 information on a commercial pattern, i.e.: (i) front of the envelope (ii) back of the envelope (iii) instruction sheet (iv) pattern pieces	O2.1.1 state and describe information found on commercial patterns.
	(ii) taking body measurements	C2.2 body measurements (a) rules for taking body measurements, i.e. (i) taken on undergarments. (ii) tape measure position (iii) seek assistance. (iv) determining natural waistline (v) keeping records	O2.1.2 state rules for taking body measurements. O2.1.3 demonstrate skills for taking body measurements.
		C2.3 simple adaptation and alteration techniques on pattern pieces	O2.3.1 demonstrate simple adaptation and alteration techniques on pattern pieces.
		C2.4 fabric preparation before cutting, i.e: (a) preshrink (b) press fabric (c) grain	O2.4.1 state, describe and demonstrate skills when preparing fabric before cutting
		C2.5 rules for: (a) laying out, i.e: (i) pressing paper pattern pieces (ii) fold the fabric (iii) with or without nap/checks/diagonals (iv) follow the suggested layout on the pattern (v) pin the pattern pieces onto the fabric (b) cutting out,i.e: (i) use sharp dressmaker's shears (ii) cut using long even strokes (ii) notches cut out	O2.5.1 demonstrate skills for: (i) layout (ii) cutting and (ii) transfer of pattern markings

		(c) transfer pattern markings, i.e: (i) use a suitable method for fabric (ii) work on the wrong side of the garment (iii) use a contrasting colour of thread/tailor's carbon 2.6 Assembling a garment, accessories i.e bags, fascinators/hats and other fashion items.	O2.6.1 generate a logical sequence to assemble a garment and other fashion items.
TT 3- SEWING PROCESSES			
Topic	**Students Can:**	**Students will learn about:**	**Students will learn to:**
3.0 Stitches .	**3.0** demonstrate knowledge understanding and application skills in stitches	C3.1 hand stitches and uses, i.e: (i) Types of stitches (a) temporary stitches: (i) even (ii) diagonal tacking/basting (iii) tailor's tacking (b) permanent stitches, i.e. (i) hemming (ii) slip hemming (iii) back stitch (c) embroidery stitches (i) herring bone (ii) blanket stitch (iv) satin stitch (v) stem stitch (ii) Uses of stitches (a) holds fabric permanently (b) temporarily hold the fabric together (c) transfer of pattern markings (d) permanently holds hems .	O3.1.1 identify and describe the named types of stitches. O3.1.3 explain the functions of the named temporary and permanent stitches. O3.1.4 state and describe the procedure for working on each stitch O3.1.5 demonstrate skills in the use of hand stitches O3.1.6 evaluate hand stitches

Topic	Students Can:	Students will learn about:	Students will learn to:
4.0 Seams and edge finishes	4.0 demonstrate knowledge, understanding and application of skills in sewing seams and edge finishes	C4.1 types of seams and suitability on garments: (a) single stitched, i.e. (i) plain open (ii) closed single (b) double stitched, i.e (i) french (ii) run and fell seam (iii) false fell seam (iv) overlaid seams	O4.0.1 identify seams and justify their importance in garment construction
		C4.2 neatening seams using appropriate methods, i.e.: (i) zigzag (ii) serge (iii) edge stitching (iv) binding (v) overcasting (vi) blanket stitch and (vii) pinking	O4.2.1 identify and describe the methods used to neaten seams
		C4.3 choice of a seam (i) type of fabric (ii) type of garment (iii) shape of the seam	O4.3.1 explain how to choose a seam
		C4.4 characteristics of a good seam, i.e.: (i) strong and durable (ii) machine stitched (iii) width of the seam (iv) type of garment (v) Well-stitched e.g. even, flat (vi) same colour thread as fabric unless decorative	O4.4.1 state and discuss the characteristics of a good seam
		C4.5 techniques for a professional finish in garments, i.e.: (i) grading/layering (ii) trimming (iii) notching/clipping/snipping (iv) under stitching. (v) Ironing and pressing	O4.5.1 describe the techniques used for a professional finish on garments O4.5.2 discuss the differences among the techniques and justification for the use O4.5.3 demonstrate skills to make seams, neaten them and apply the techniques
		C4.6 edge finishes, e.g. (i) hems	O4.6.1 state and describe different types of edge

		(ii) waistband (iii) facings (bindings/crossway strips)	finishes and apply them to garments. O4.6.1 demonstrate skills when sewing and neatening seams and edge finish O4.6.2 evaluate seams and edge finishes

Topic	**Students Can:**	**Students will learn about:**	**Students will learn to:**
5.0 Control of fullness	5.0 demonstrate knowledge, understanding and application skills in controlling fullness in garments	C5.1 methods of controlling fullness (a) darts: i.e: (i) single (ii) double pointed (b) pleats: i.e. (i) box pleats (c) gathers (d) casing C5.2 points to consider when constructing a dart as a method of controlling fullness on a garment, i.e.: (i) length (ii) position (iii) procedure	O5.1.1 identify and describe named methods of controlling fullness O5.1.2 explain points to consider when constructing one type of dart as a method of controlling fullness O5.2.1 demonstrate skills in the construction of darts, pleats, gathers, and casing in controlling the fullness of a garment O5.2.2 evaluate named methods of controlling fullness
Topic	**Students Can:**	**Students will learn about:**	**Students will learn to:**
6.0 Opening and Fasteners	**6.0** demonstrate knowledge, understanding and application skills of using opening and fasteners in garments	C6.1types of openings on garments i.e: (i) faced opening (ii) bound opening (iii) continuous wrap opening C6.2 types of fasteners for garments, i.e.: (i) zipper fastener, i.e: lapped, centred and fly (ii) button and buttonholes C6.3 points to consider when choosing fasteners on garments, i.e: (i) correct size (ii) position (iii) strong and inconspicuous (iv) procedure	O6.1 state and describe openings on garments O6.2.1 identify and describe two named types of fasteners for garments O6.3.1 explain points to consider when choosing and inserting a lapped zipper on a garment O6.3.2 demonstrate skills in the construction of a named fastener O6.3.3 evaluate fasteners when constructing garments

Topic	Students Can:	Students will learn about:	Students will learn to:
7.0 Facings	Show knowledge, understanding and application skills in constructing and attaching facings on garments	C7.31Types of facings (i)Shaped facing (ii)Extended Facing (iii)Crossway /bias Facing	O7.1.1Identify and describe types of facings O7.1.2Demonstrate skills in the construction and attaching of facings on a garment O7.1.3Evaluate a shaped facing
8.0 Sleeves	**8.0** Show knowledge, understanding and application skills in constructing and attaching sleeves to garments	C8.1 types of sleeves for garments, i.e (i) set-int in sleeves (ii) raglan sleeves (iii) kimono sleeves C8.2 points to consider when constructing and attaching a set-in sleeve, i.e.: (i) identify the front and back of sleeve (ii) procedure (iii) attractive (iv) comfortable	O8.1.1 identify and describe three types of named sleeves O8.2.1 explain points to consider when constructing and attaching a set-in sleeve on a garment O8.2.2 demonstrate skills in the construction and attaching of a set-in sleeve on a garment O8.2.3 evaluate a set-in sleeve
Topic	**Students Can:**	**Students will learn about:**	**Students will learn to:**
9.0 Collars	9.1 demonstrate knowledge, understanding and application skills in constructing and attaching collars to garments	C9.1 types of collars for garments, i.e: (a) flat collar (b) rolled collar (c) stand collar C9.2 points to consider when constructing and attaching a rolled collar on a garment, i.e: (i) procedure (ii) interfacing (iii) attachment	O9.1.1 identify and describe three types of named collars O9.2.1 explain points to consider when constructing and attaching a rolled collar on a garment O9.2.3 demonstrate skills in the construction and attaching of a rolled collar on a garment O9.2.4 evaluate a rolled collar

Topic	Students Can:	Students will learn about:	Students will learn to:
10.0 Pockets	10.0 Acquire knowledge, understanding and application skills in constructing and attaching pockets on garments.	C10.1 types. i.e.: (i) patch pocket (ii) in-seam pocket (iii) faced hip pocket C10.2 points to consider when constructing and attaching a faced hip pocket (i) Preparation (ii) interfacing (iii) attaching	10.1.1 identify and describe the named types of pockets 10.2.1 demonstrate skills in the preparation and attaching of a faced hip pocket on a garment 10.2.2 evaluate faced hip pocket
11.0 Interfacings	11.0 Acquire knowledge and skills in the use of interfacings	11.1 Types of interfacings (i) woven interfacing (ii) bonded/non-woven interfacing 11.2 Functions of interfacings	11.1.1 List types of interfacings 11.1.2 State functions of interfacings 11.1.3 Justify the use of different interfacings: (i) colour (ii) weight (iv) structure 11.2.1 Demonstrate skills in the use of interfacings on garments
TT 4 - FASHION PRODUCTION			
Topic	**Students Can:**	**Students will learn about:**	**Students will learn to:**
12.0 Fashion production	**12.0** demonstrate knowledge, understanding and application skills in the use of processes of fashion production and environmental factors	C12.1 Reasons for wearing clothes, i.e. (i) Modesty (ii) Status (iii) Adornment (iv) Identification (v) Protection C12. 2 Elements and principles of design i.e. Elements of Design: (i) Form/shape (ii) Line (iii) Colour (to include colour wheel) (iv) Texture Principles of Design (i) Balance (ii) Harmony (iii) Emphasis (iv) Rhythm (v) Proportion C12.3 Factors to consider when choosing clothes for specific events i.e. cultural events (exhibitions, performances), corporate events (job interview, business	O12.1.1 state and explain the reasons for wearing clothes. O12.2.1 state and describe the use of the elements and principles of design. O12.2.2 demonstrate the use of the elements and principles of design in garment production. O12.3.1 Analyse the factors to consider when choosing clothes for a specific event.

		meetings), social events (birthday parties, weddings), leisure events (festivals, sports) Factors: (i) Current trends (ii) Fabric type (iii) Suitable colour (iv) Style C12.4 processes in fashion production, i.e.: (i) market research - identify a need (ii) product design (iii) patterns (iv) fabric selection (v) product sample/ toiles (vi) final selection (vii) price (viii) sizes of an item (ix) garment production (x) quality control and packaging C12.5 environmental impact of textile production, i.e. (i) water usage (ii) energy consumption (iii) textile waste management (iv) recycling	O12.1.1 discuss and evaluate processes in fashion production O12.2.1 analyse the impact of environmental factors on textiles production O12.2.2 evaluate a fashion garment

TT 5 –TEXTILES FIBRES			
Topic	**Students Can:**	**Students will learn about:**	**Students will learn to:**
13.0 Textile Fibres	**13.0** demonstrate knowledge and understanding of textiles fibres	C13.1 classes of fibres (a) animal i.e.: (i) Wool e.g. jersey (ii) silk (b) vegetable, i.e.: (i) cotton e.g. cotton, calico, denim, gingham (ii) flax e.g. linen (c) man-made: (i) regenerated, e.g. viscose, (ii) synthetic, e.g. polyester	O 13.1.1 classify of fibres and fabrics
		C13.2 properties of natural and synthetic fibres, i.e: wool, cotton, viscose and polyester	O13.2.1 discuss the properties of named fibres, i.e: wool, cotton, viscose and polyester

COMPETENCIES

At the completion of the programme

- Apply theory and principles in the generation of innovative ideas and products
- Apply theory and principles in the making of ethical decisions
- Select the most appropriate tool, equipment, procedure or process to achieve the identified goal or task
- Use materials and resources safely, effectively and skillfully to complete a given project or task
- Use materials and resources efficiently
- Be able to use technology, equipment, tools and materials effectively and efficiently to accomplish a task or project
- Be capable of planning, designing and implementing a practical project in Food and Textile Technology
- Be able to understand and solve problems in the design and production of some products
- Demonstrate responsibility in the Foods and Textile Technology laboratory and similar environments by promoting safe and sanitary conditions and procedures, eliminating potential hazards and caring for the equipment, tools and natural environment
- Be able to communicate ideas and information effectively to others, either through written or oral communication techniques
- Demonstrate responsibility and high standards concerning attendance, punctuality, honesty and task completion
- Demonstrate a positive attitude towards learning and be self-directed in learning and goal setting.
- Be able to pursue career options and employment opportunities in Prevocational Food and Textile Technology.

GRADE DESCRIPTIONS

Grade descriptors are provided to give a general indication of the standards of achievement likely to have been attained by candidates awarded particular grades. The candidates will be awarded grades A to G. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination which is balanced by the above-average performance on some other.

The criteria for the standard of achievement likely to have been attained by candidate awarded grades A, C, E and G are shown below:

A Grade A candidate should be able to:

- Demonstrate critical awareness and intelligent understanding of the scientific and practical concepts in the syllabus
- Demonstrate ideas/applications in a detailed and logical manner
- Apply a high level of appropriate technical vocabulary
- Demonstrate ability to conduct research and show a range of complex practical skills in the project paper
- Demonstrate excellent ability to select dishes/materials and organise time and resources
- Apply a high standard of practical skills to plan, design, produce and evaluate a product
- Complete tasks with a minimum supervision

A Grade C candidate should be able to:

- Demonstrate some awareness and understanding of the scientific and practical concepts in the syllabus
- Demonstrate some ideas/applications in a logical order
- Apply an appropriate technical vocabulary
- Demonstrate a sound ability to conduct research and show some practical skills in the project papers
- Demonstrate a sound ability to select dishes/materials and organise time and resources
- Apply some practical skills learnt to plan, design, produce and evaluate a product
- Complete tasks with some supervision

A Grade E candidate should be able to:

- Demonstrate limited awareness and understanding of scientific and practical concepts in the syllabus
- Demonstrate limited ideas/applications with limited logical order
- Apply a limited technical vocabulary
- Demonstrate a limited ability to conduct research and demonstrate limited practical skills in the project papers
- Demonstrate a limited ability to select dishes/materials and organise time and resources
- Apply limited practical skills learnt to plan, design, produce and evaluate a product
- Complete tasks with considerable supervision

A Grade G candidate should be able to:

- Demonstrate little or no understanding of scientific and practical concepts in the syllabus.
- Demonstrate basic ideas/applications, not in a logical order…
- Shows little or no technical vocabulary
- Demonstrate little or incomplete practical skills in the project papers
- Demonstrate a basic ability to select dishes/materials and unable to organise time and resources
- Apply little or no design, planning or practical skills when producing a product which is often incomplete
- Requires constant supervision

TEACHER SUPPORT

Training

ECESWA will provide a wide range of practical resources, detailed guidance and professional development that will give teachers sufficient skills to impart to students in preparation for the Prevocational Programme.

APPENDIX 1: GUIDELINES FOR PROJECT

PRACTICAL SKILLS

In competency-based assessment, the role of the assessor is essential. Very close monitoring is essential for ensuring that reliability and comparability of standards can be maintained to the level of external examinations, through external moderation. The visiting assessor will be sent by ECESWA to assess the Project/ Practical after it has been sent to schools. It is the role of ECESWA to ensure the reliability, credibility and validity of awards by appointing a visiting assessor to monitor the standard of assessments being carried out at Centres.

It is essential for the success of this exercise that there is regular and open communication between the Centre and the visiting assessor and that a good working relationship is established.

The main duties of a visiting assessor are to improve, monitor and evaluate the assessment of the project. Assessors will ensure that;

- Proper procedures are followed by examining Centres' assessment records and observing practical assessments taking place.
- Project assessment is correctly administered.

Appendix 1: TEACHER ASSESSMENT CRITERIA

Paper 3 Practical Project

Introduction:

This will be a Project-based Paper worth 100 marks. The paper will contribute **40%** of the overall mark.

There will be a Portfolio of evidence of school-based assessment on planning and different stages of development of the project which will be internally supervised and assessed on-site by external Examiners. The overall mark of the Project (Paper 3) is 100 marks where 95 marks are awarded by the Examiner and 5 marks are awarded by the teacher (95+5=100). **The formula for scaling= $\frac{X}{25}$ ×5.**

The Project will be assessed by the subject teacher and the external Examiner throughout the project. The external Examiner will assess each stage of the project using confidential assessment criteria developed by ECESWA whilst the teacher's assessment will be on the degree of supervision (e.g. close or minimal supervision) of the candidate. The teacher's assessment will contribute 2% towards the weighting of the paper.

The Paper 3 project should be assessed according to the criteria format stated below.

NB – TO MAKE 2 SEPARATE TEACHER ASSESSMENT TOOLS FOR EACH PROJECT {FTT}

STAGE 1- Proposal [5]

Support and Guidance (Teacher)

Marking Guide	Marks	Marks obtained
Has worked mainly independently to complete proposal	4-5	
Has worked with some support and guidance	2-3	
Has needed considerable support	1	
MAXIMUM TEACHER MARK	5	

Marking Guide	Guidance	Marks
Follow written or verbal instructions independently. Completed a quality proposal independently. Completed proposal on time with some support and guidance.	Award 5 marks for working mainly independently. Award 4 marks for working with some support and guidance	5/4
Follows written or verbal instructions with average guidance. Completed proposal on time with average guidance. Needed above-average guidance to put up a quality proposal.	Award 3 marks for average guidance Award 2 marks for above-average guidance	3/2
Follows written or verbal instructions with fair guidance. Required fair guidance to complete the proposal. Needed maximum guidance to put up the	Award 1 mark for fair guidance Award 0 mark for maximum guidance	1/0

STAGE 2 Developmental Stage [5]

(a) Preparation and layout

Marking Guide	Marks	
Prepared Shopping list, provided Pattern/recipe or Plan of action with **minimal** help	4-5	
Prepared Shopping list, provided Pattern/recipe or Plan of action **with some support and guidance**	2-3	
Has needed considerable support when preparing a Shopping list, and when providing a Pattern/recipe or Plan of action	1	

(b) Implementation [5]

Marking Guide	Marks
Follows practical procedures with **minimal** help and independently in the following aspects: Time Management, logical working, demonstration of techniques, Observation of Hygiene/safety, Management of Resources and appropriate use of equipment.	4-5
Has worked with some support and guidance to follow practical procedures in the following aspects: Time Management, logical working, demonstration of techniques, Observation of Hygiene/safety, Management of Resources and appropriate use of equipment.	2-3
Has needed considerable support when doing the following practical procedures/aspects: Time Management, logical working, demonstration of techniques, Observation of Hygiene/safety, Management of Resources and appropriate use of equipment. Has needed considerable support	1

(c) Product Realisation [5]

Marking Guide	Marks
(i) has worked independently to produce a product with the highest standard of outcome regarding appropriateness, accuracy, usability and presentation. **(ii)** Adheres to product specifications with minimal help	4-5
(i) has worked with some support and guidance to produce a product with the highest standard of outcome regarding appropriateness, accuracy, usability and presentation. **(ii)** Adheres to product specifications with moderate help	2-3
(i) Has needed considerable support to produce a product with the highest standard of outcome regarding appropriateness, accuracy, usability and presentation. **(ii)** Adheres to product specifications with considerable help	1

STAGE 3 - Evaluation [5]

Marking Guide	**Marks**
Has worked mainly independently to meet the highest standard of these specifications, e.g. size, shape, colour, taste, type, quality, etc. **(i)** Product aspects **(ii)** Possible modifications **(iii)** Ultimate Purpose	4-5
Has worked with some support to meet the following product standards: e.g. size, shape, colour, taste, type, quality, etc. **(i)** Product aspects **(ii)** Possible modifications **(iii)** Ultimate Purpose	2-3
Has needed considerable support to meet the standard: e.g. shape, colour, taste, type, quality, etc. **(i)** Product aspects adhered to **(ii)** Possible modifications or improvements considered **(iii)** Product depicts Ultimate Purpose	1
MAXIMUM MARK	**25 scaled down to [5%]**

Appendix 2: COMMAND WORDS

COMMENT ON	Say what you think about something.
COMPARE	Write about what is similar and different about two things. For comparison, two elements or themes are required. Two separate descriptions do not make a comparison.
COMPLETE	To add the remaining detail or details required.
CONTRAST	Write about the differences between two things
DEFINE	State the meaning of
DESCRIBE	Write what something is like or where it is. Describe may be used for questions about resources in the question paper (describe the trend of a graph, the location of a settlement on a map, etc.). It may also be used when you need to describe something from memory (describe a meander, etc.).
DETERMINE	
DESIGN	A plan or specification for the construction of an object
DIFFERENTIATE	What differences are shown between the two options? Uses comparative statements to describe the changes involved between A and B.
DISCUSS	To write about something in detail showing different ideas and opinions about it
DRAW	Sketch it. Often coupled with a labelled diagram (draw a diagram/ illustration with written notes to identify its features).
EXPLAIN	Account for
EVALUATE	To judge or calculate the quality, and important amount of something
GIVE REASONS	Write about why something occurs or happens
HOW	In what way? To what extent? By what means/methods? May be coupled with show how (prove how to demonstrate how).
IDENTITY	Pick out something from the information you have been given.
JUSTIFY	Say why you chose something or why you think in a certain way.
LIST	Identify and name several features to meet a particular purpose.
LABEL	Placing specific names of details to illustrative techniques in response to a particular requirement
MEASURE	Implies that the quantity concerned can be directly obtained from a suitable measuring instrument.
ILLUSTRATING	Account for by using specific examples or diagrams. Often coupled with a labelled diagram.
NAME	To state or specify or identify. To give the word or words by which a specific feature is known or to give examples which illustrate a particular feature.
PLAN	Presentation of a particular feature such as a form or questionnaire to meet a specific requirement or requirements.
RESEARCH	Creative and systematic work undertaken to increase knowledge
SUGGEST	To put forward an idea or plan for other people to think about
STATE	Set down in brief detail. To refer to an aspect of a particular feature by a short statement or by words or by a single word.
STUDY	Look carefully at (usually one of the figures in the question paper). Set down your ideas on or knowledge of. Often coupled with why (requires a statement or an explanatory statement referring to a particular feature or features).
TECHNOLOGY	Use of development basic tools such as small and large equipment. Collection of techniques to satisfy wants and needs using tools. Collection of skills, methods and processes used in the production of goods or services or the accomplishment of objectives. Or specific materials, appliances and devices used to solve practical problems.
OUTLINE	Implies brevity or enlisting points (i.e., restricting the answer to giving essentials).

Appendix 3: GLOSSARY OF FOOD AND TEXTILE TECHNOLOGY TERMS

AESTHETIC	The way something looks or feels.
APPLIQUE	Attach one small piece of fabric on top of another by stitching or bonding, usually a picture or pattern.
BIAS BINDING	A strip of thin fabric cut at 45° to the direction of the weave so that it will stretch to fit a curve when used for binding edges of fabrics.
CASING	A slot or tube created by folding or doubling a piece of fabric and stitching two widely spaced lines. It is used by threading a cord or elastic through it to create a tie or gathers.
CROSSWAY STRIPS	A narrow strip of fabric cut at 45° to the direction of the W eave so that it can stretch on one side if necessary. It is used on facing curved edges such as armholes.
DRAPE	The way that a piece of fabric hangs or falls.
EMBELLISHMENT	The art of decorating garments.
FACING	A piece of fabric which is attached to the raw edge of the garment and folded towards the wrong side to finish off the edge.
FILAMENT	A continuous fibre. Silk is the only naturally occurring filament fibre.
FINISHES	Refers to the process of refining or protecting a surface.
FUSIBLE	Easily meltable at relatively low temperatures.
GRADE	Reduce bulkiness in seams by cutting the seam allowance to different widths.
GRADING	A means of measuring the quality of a fibre or fabric in terms of fineness, comfort and physical properties.
MERCERIZING	to give lustre, strength and receptivity to dye by treatment under tension with caustic soda.
NOTCHING	Reduce bulkiness in the seam by cutting triangular shapes in the seam allowance.
PILLING	The appearance of small balls of tangled fibres on the surface of a fabric.
PIPING	A length of covered cord stitched to an edge or used to decorate a piece of fabric.
REGENERATE FIBRE	Fibre is made chemically by changing natural material that originally came from plants.
SEAM	A row or rows of stitches used to hold two or more pieces of fabric permanently. To stiffen or add the body to parts of a garment.
SELVEDGES	Self-finished edges of fabrics. Selvedges keep the fabric from fraying.
SPINNERET	The pierced head of the extrusion apparatus used to produce synthetic **fibre** filaments.
STAIN	A mark or colouration on a fabric.
STAY STITCHING	A single line of stitches through one layer of fabric to stabilise the fabric. It prevents seams or fabric from stretching out of proportion.
TRIMMINGS	Anything used for decorating garments e.g. lace.
UNDERLAY/OVERLAP	The part of the tape on a zip on which the fastener is attached.
UNDERSTITCHING	Prevent facing from rolling to the right side of the garment.

WARP	Threads that go vertically along are parallel to selvedges on a fabric.
WEAVING	A method of constructing fabrics whereby the warp threads go over and under the weft threads at right angles.
WEFT	The threads that go horizontally along the fabric.
APPEARANCE	The final result of a product or how it looks.
APPRECIATE	express words of gratitude for something good or valuable.
BACTERIA	A type of micro-organism which can exist in large numbers feeding on living or dead organisms.
BALANCED	Correct proportion of required nutrients in a diet.
BLANCH	To briefly put vegetables or fruits like tomatoes in boiling water to sterilize and remove the skin.
BLEND	To mix thoroughly two or more substances forming a paste, puree, powder or mixture.
CELEBRATION	A party organised to mark an important occasion.
CEREALS	Edible grains of certain grasses such as wheat, maize, rice and other products used for breakfast and staple foods.
CHOICE	An act of choosing one or more foods that are suitable for a meal.
CHOP	Cut food into small even pieces.
CONSISTENCY	The degree of thickness or viscosity required in preparing food.
CONVALESCENCE	A period of regaining your health or a steady recovery from an illness.
DECORATION	To improve the appearance of a sweet dish like desserts or Christmas cakes with icing, beads, ribbons and glitters.
DEFICIENCY	A lack of certain nutrients that are required.
DIET	Regular meals or menus are required for a healthy life.
BALANCE DIET	A diet that provides the correct amount of nutrients for the needs of an individual.
DISORDER	Malfunction of the body due to lack of nutrients.
ECONOMY	Correct use of resources or food items to save money or time.
EQUIPMENT	The things that are required to perform tasks.
GARNISH	To improve the appearance of savoury foods with edible and pleasant herbs, spices and vegetables.
HEALTH	The normal state of feeling well and free from sickness.
HORS D'OEUVRE	A small appetizing dish served hot or cold before the main dish.
INFLUENCE	The power of information to bring about change.

MALNUTRITION	An incorrect or unbalanced intake of nutrients.
METABOLISM	The chemical process in plants and animals that help to maintain life e.g. digestion and assimilation of food.
MODIFICATION	To change slightly for better results.
NUTRIENTS	Small substances of food required to nourish the body of plants or animals for growth and healthy living.
NUTRITION	A study of food and its nutrients on how they nourish the body of plants and animals to be healthy and grow well.
NUTS	Edible fruits or seeds from certain trees and vegetables that yield proteins.
PREPARATION	The action or processes followed in producing a meal or a dish.
PRESERVATION	The natural or scientific process of protecting food from decay and thus retaining nutritive value.
TEXTURE	The way food or drinks appear or feel, e.g. rough, smooth, hard, soft.
TECHNOLOGY	Scientific study and the application of this in food preparation and health-related tasks.
TRADITIONAL FOODS	Edible plants, fruits and animals used in Eswatini as cultural dishes.
SAVOURY	An attractive non-sweet but salty-tasting dish with a pleasant flavour and taste.
SWEETS	A candy that tastes and smells like sugar or honey.
UNDERNUTRITION	An insufficient total intake of nutrients.

APPENDIX 4: Role of visiting assessors/ External examiner

In competence-based assessments, the role of the assessor is essential. Very close monitoring is essential to ensure that reliability and comparability of standards can be maintained to the levels of external examinations, through external moderation.

It is the role of ECESWA to ensure the reliability, credibility and validity of awards by appointing visiting assessors to monitor the standard of all assessments being carried out at Centres.

Visiting assessors will be sent out by ECESWA to assess the Practical Examination soon after it has been sent to schools. Schools will be notified of the dates, for each subject area.

It is essential for the success of this exercise that there is regular and open communication between the Centre and the visiting assessor and that a good working relationship is established.

The main duties of the visiting assessor are to approve, monitor and evaluate practical examination assessments. Assessors will ensure that: proper procedures have been followed by examining centres' assessment records and observing practical assessments taking place; practical exam assessments have been correctly administered; all candidates who have met the required standard are recorded as successful.

ESWATINI PREVOCATIONAL EDUCATION PROGRAMME

Food & Textiles Paper 3 (Project) - Summary Assessment Sheet (Teacher)

APPENDIX 5:

Name of Centre		Centre Number	**S**	**Z**				Year	**D**	**D**	**M**	**M**	**Y**	**Y**	**Y**	**Y**

Centre Number						Centre Name		Examination session November	2	0		
Candidate Number						Candidate Name						

The formula for scaling= $\frac{X}{25}$ ×5.

Candidate's		Stage 1	Stage 2			Stage 3		Total Marks	Scaled Mark
		Proposal	Development/ Implementation			Presentation			
Number	Name	Write up 5	Research, specification and ideation 5	Development and planning for production 5	Realisation 5	Testing and Evaluation 5		25	5

Teacher's Name		Date	**D**	**D**	**M**	**M**	**Y**	**Y**	**Y**	**Y**	Signature	

ESWATINI PREVOCATIONAL EDUCATION PROGRAMME

Food & Textiles Paper 3 (Project) - Summary Assessment Sheet (Assessor)

APPENDIX 6:

Name of Centre		Centre Number	**S**	**Z**				Year	**D**	**D**	**M**	**M**	**Y**	**Y**	**Y**	**Y**

Centre Number						Centre Name		Examination session November	2	0		
Candidate Number						Candidate Name						

Candidate's		Stage 1	Stage 2			Stage 3		Final Grade (out of 100)
		Proposal	Development			Presentation		
Number	Name	Written 15	Layout 15	Implementation 40	Realisation 15	Evaluation 10	Degree of supervision [Teacher] 5	

Teacher's Name		Date	**D**	**D**	**M**	**M**	**Y**	**Y**	**Y**	**Y**	Signature	
External Examiner Name		Date	**D**	**D**	**M**	**M**	**Y**	**Y**	**Y**	**Y**	Signature	

APPENDIX 7: PLANNING SHEETS

EXAMINATIONS COUNCIL OF ESWATINI
PREVOCATIONAL - FOOD & NUTRITION (PRACTICAL) EXAMINATION (5926)

Page 1 – Plan of Work

Centre Number		Centre Name	
Candidates Number		Candidates Name	
Oct/ November	20….	Test Number	

Dishes Chosen	Recipes

EXAMINATIONS COUNCIL OF ESWATINI

PREVOCATIONAL - FOOD & NUTRITION (PRACTICAL) EXAMINATION (5926)

Page 2 – Time Plan

Centre Number		Centre Name	
Candidates Number		Candidates Name	
Oct/ November	20….	Test Number	

Time	Order of work and method	Special points

EXAMINATIONS COUNCIL OF ESWATINI
PREVOCATIONAL - FOOD & NUTRITION (PRACTICAL) EXAMINATION (5926)

Page 3 – Shopping List

Centre Number		**Centre Name**	
Candidates Number		**Candidates Name**	
Oct/ November	**20…**	**Test Number**	

Milk and Milk products	**Fruits and Vegetables**	**Fresh fish, meat & poultry**
		Cereals & cereal products
Canned, frozen and packaged foods		
	Condiments & Spices	
		Other ingredients
Special equipment and/or serving dishes (Mark with ***** items brought from home).		