

Eswatini Prevocational Certificate of Secondary Education

FOOD AND TEXTILES
TECHNOLOGY SYLLABUS

Subject Code: 5926

For Examination in 2021 - 2024



EPCSE

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ESWATINI PREVOCATIONAL CERTIFICATE OF SECONDARY EDUCATION

Broad Guidelines

The Ministry of Education and Training is committed to strengthen and reform the Prevocational Education Program (National Technical and Vocational Education and Training and Skills Development Policy, 2010) in order to provide equitable access for all students of appropriate age to quality secondary education (Form 4 and 5). This programme and its assessment system prepares 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 particular 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 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 competences 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
<ul style="list-style-type: none"> • SiSwati • English language • Mathematics • Sciences • Religious Education 	<ul style="list-style-type: none"> • Entrepreneurship • Information and Communications Technology 	<ul style="list-style-type: none"> • Agricultural Technology • Business Accounting • Food and Textiles Technology • Technical Studies

INTRODUCTION

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 multidisciplinary subject that will, through the use of student-centred teaching approaches, allow the 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 and Communication Technological skills to develop 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, 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 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 knowledge and understanding of the composition of foods and textiles technology (AO1, AO2).
3. develop mental processing through interpretation of technological aspects of producing and processing food and textile garments (AO2).
4. develop skills to interpret information useful for further study in reference to 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 the society with regards to food and clothing construction, meal planning, food preservation and garment construction (AO3).
6. Develop, apply and evaluate analytical and decision making skills to demonstrate practical skills in creative use of garment construction, food materials, equipment and techniques appropriate for the production of garments and foods products (AO4).
7. develop skills in the effective management of sustainable production of textiles and food products that are environmentally friendly (AO4).

PRIOR KNOWLEDGE

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

PROGRESSION

The Prevocational Food and Textiles Technology enables candidates to progress directly to gainful employment, apprenticeship, self-employment or further education in the Food and Textile industries. These are some of the specific occupations and opportunities; dress maker, tailor, chef, sandwich bar owner.

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 a 2-year period. GLH is teacher student contact hours which include time spent on teaching, supervising and invigilating. TQT includes GLH, summative assessment and unsupervised learning activities.

GUIDANCE FOR TEACHERS:

To demonstrate practicals in garment construction e.g. seams, sleeves, pockets, can be undertaken as sample work not to result in a complete garment. In some food preparation techniques e.g. pastry making, methods of cooking, practical skills can be demonstrated without preparing full meals.

SUPPORT FOR TEACHERS

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 subject discussions and targeted training forums, teachers can access the expert advice they need for teaching this syllabus at www@examscouncil.org.sz to download current syllabus together with specimen papers, past question papers and examiners report.

RECOMMENDED TEXTBOOKS

1. *The business of Fashion-Linda Drew*
2. *Pattern making for Fashion Design-Helen Joseph Armstrong*
3. *Sew to Success - Kathleen Spike*
4. *Focus on Fashion & Fabrics-Gardiner R. Vol.1 and 2, 2015*
5. *Focus on Food and Nutrition-Gardiner R. Vol.1 and 2, 2015*
6. *Food and Nutrition - Anita Tull, 2019*
7. *Food Preparation and Nutrition - Val Fehners, 2020*
8. *Professional Cookery (1992) 3rd Edition by H.L. Cracknell & R. J. Kaufmann*
9. *Catering for Large Numbers (1993). Ashley, S. & Anderson, S. Butterworth-Heinemann Ltd., Oxford.*

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 tool, etc.

Specialised equipment

Hand whisk, draining spoons, graters, 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 ECESWA website www.examsCouncil.org.sz

TRAINING

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

SPECIAL REQUIREMENT

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

ASSESSMENT

This section details the assessment objectives, the specification grid, description of the papers, scheme of assessment and weighting of 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, facts, principles, properties; perform routine tasks, etc.

These are some of the command words which may be used:

arrange, define, identify, list, label, measure, outline, state, etc.

AO2 Skills and concepts

Involves some mental processing beyond simply recalling or reproducing a response. It requires two or more steps in processing of texts or parts of texts. Students will be required to make observations, make basic analysis or interpretation of information, e.g. interpreting a given recipe, pattern markings.

These are some of the command words which may be used:

Apply, analyse, evaluate, classify, compare, describe, discuss, illustrate, interpret, sketch, etc.

AO3 Strategic thinking

This level requires a deep knowledge involving more demanding reasoning, planning, using evidence and higher mental processing. It also involves a development of a plan or a sequence of steps. Students are required to justify their interpretations. Items include making interpretations, citing evidence, analysing the use of elements and solutions and proposing elements of a solution. It involves a higher level of thinking than the above two levels, e.g. adjusting a recipe to individual need, adapting a pattern to suit body type.

These are some of the command words which may be used:

Analyse, construct, draw, demonstrate, differentiate, evaluate, explain, investigate, prepare, , etc.

AO4 Extended thinking

At this level the reasoning is more complex. Students are required to use extended or integrated higher order thinking processes such as critical and creative productive thinking, reflection and adjustment of plans over time.

These are some of the command words which may be used:

Design, create, evaluate, analyse, etc.

NB: The command words 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 give an indication of 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.

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, the assessment objective (AO3) strategic thinking, the 2% (5 marks) is for the degree of 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 the 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, AO2.

Section B: consists of structured and extended constructed responses worth **60** marks. Candidates will be required to answer four questions of 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 assessing objectives AO2, AO3 and AO4. The Project will be assessed by the subject teacher and the external Examiner over the duration of the project.

The duration of the projects is 26 hours from February to October. 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 (e.g. close or minimal supervision) using the assessment criteria in appendix 2. 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 teacher's assessment will contribute 2% towards the overall mark of the project.

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, write-ups of the three stages of the projects, 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.

Teachers are advised to regularly check the progress and content of candidate's work. They must also candidate's understanding of the material they have used. Candidate's must be made aware that they need to be able to present, explain and reflect on their work.

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?
- Methodology - procedure (outline of the steps) to follow to achieve the end - product
- Time frame - anticipated completion dates for each stage of project
- References - list of sources of information

Each candidate will produce a proposal of between 800 and 1000 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 soft copy (pdf) and hard copy by 31st March each year. After approval of the proposal by the teacher, candidates may continue with the project before submission of the proposal.

Stage 2 – Product development stage worth 70 marks

This stage comprises of 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 - final product

Stage 3- Evaluation of product worth 10 marks

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

Write - up format and submission mode for the different stages of 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: 2500-3000, reference style: American Psychology Association (APA).

All write - ups should be submitted electronically in **pdf** format and as a hard copy booklet.

Submission dates

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

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)

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 the 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-year period.

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.: (b) proteins (high and Low biological value) (c) carbohydrates (monosaccharides, disaccharide, polysaccharides) (d) fats (saturated and unsaturated) (e) (vitamins (water and Fat soluble) (i) vitamin A (ii) vitamin B, (Thiamine, niacin and Riboflavin) (iii) vitamin C (iv) vitamin D (v) vitamin E (f) mineral elements (i) calcium (ii) iron (iii) phosphorus (iv) iodine (v) sodium chloride (vi) potassium.	O1.1.1 state, classify and explain functions, sources and deficiency diseases for nutrients

		<p>C1.2. Importance of water and fibre/non-starch polysaccharides (NSP) in the human body.</p> <p>C1.3 Food pyramid i.e.:</p> <p>(a) Definition</p> <p>(b) importance</p>	<p>O1.2.1 state and explain the importance of water and fibre (NSP) in the human body</p> <p>O1.3.1 define and describe the importance of a food pyramid</p> <p>O1.3.2 select foods in a food pyramid to create balanced meals</p>
FT 2- FOOD PREPARATION			
Topic	Students can:	Students learn about:	Students learn to:
2.0 Cooking Methods	2.0 demonstrate knowledge, understanding and application of skills in preparing meals using moist and dry cooking methods	<p>C2.1. Food preparation i.e.:</p> <p>(a) importance (reasons for cooking food)</p> <p>(b) methods of cooking:</p> <p>(i) moist i.e.:</p> <ul style="list-style-type: none"> • boiling • steaming • stewing <p>(ii) dry i.e.:</p> <ul style="list-style-type: none"> • frying- (dry, shallow) • baking • roasting • grilling <p>C2.2 Effect of cooking on foods</p> <p>i.e.: proteins - coagulation sugars - caramelisation starch - gelatinisation, dextrinization Fats - oxidation fruits/vegetables - oxidation, texture and colour enzyme action</p>	<p>O2.1.1 state and explain reasons for cooking food</p> <p>O2.1.2 state and describe methods of cooking</p> <p>O2.1.3 discuss advantages and disadvantages of methods of cooking</p> <p>O2.2.1 state and explain effect of cooking on various food</p>

		<p>C2.3 Cooking and serving basic nutritious and balanced meals:</p> <ul style="list-style-type: none"> (a) meal types, i.e.: <ul style="list-style-type: none"> (i) breakfast (ii) lunch (iii) supper (b) procedure, e.g. preparing and serving 	<p>O2.3.1 demonstrate the methods of cooking to produce dishes economically- (consider time, ingredients and energy)</p> <p>O2.3.2 state and describe ways of preparing and serving different meals</p> <p>O2.3.3 demonstrate the cooking and serving of nutritious dishes using different methods</p>
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FT 3- BAKING			
Topic	Students can:	Students learn about:	Students learn to:
4.0 Ingredients and methods of baking.	4.0 demonstrate knowledge, understanding and application skills in preparation, baking, presentation and evaluation of baked products	<p>C4.1 Ingredients used when baking: i.e.:</p> <ul style="list-style-type: none"> (a) flour e.g. self-raising, cake and bread flour (b) liquid e.g. milk, water, fruit juice and egg (c) shortening e.g. solid fats and oils (d) eggs (e) sugar e.g. castor, granulated and brown (f) raising agents e.g. baking powder, bicarbonate of soda, yeast and air (g) flavouring e.g. vanilla, milo, cocoa (h) food colouring <p>C4.2 Methods of cake making:</p> <ul style="list-style-type: none"> (a) Creaming-cakes (b) Rubbing in (c) Whisking (d) Melting (e) All in one <p>Baked products to include, i.e: cakes, short crust pastry, biscuits</p> <p>C4.3 Common faults of baked products in:</p> <ul style="list-style-type: none"> (a) cakes, e.g. sunken cake, fruits sunken, cracking top (b) pastry, e.g. heavy, soggy. (c) biscuits, e.g. shape 	<p>O4.1.1 state and explain the use of the various ingredients when baking</p> <p>O4.2.1 state and describe the methods of cake making, pastry and biscuits</p> <p>O4.3.1 state and describe common faults of baked flour products</p>

		<p>C4.4 Evaluation of the quality of the finished products, i.e. characteristics - e.g. shape, colour, texture and flavour</p> <p>C4.5 Icing and decorating of baked products e.g. cakes</p> <p>(a) types of icings</p> <p>e.g. glazing, butter, frosting, ready - made, royal</p> <p>(b) equipment, e. g piping bag, scraper, cake board.</p>	<p>O4.4.1 state and describe the criteria and evaluation procedure for finished products</p> <p>O4.4.2 demonstrate skills in: planning, preparation, baking serving and evaluation of a variety of baked products</p> <p>O4.5.1 state and describe methods of cake decoration</p> <p>O4.5.2 demonstrate skills in the preparation of icing and decoration of baked products</p>
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5.0 Yeast bread and sandwich making	5.0 demonstrate knowledge, understanding and application skills in bread and sandwich making	<p>C5.1 Bread making i.e.:</p> <p>(a) ingredients i.e.:</p> <p>(i) bread and cake flour</p> <p>(ii) liquid</p> <p>(iii) sugar</p> <p>(iv) Instant yeast</p> <p>(v) Salt</p> <p>(b) procedure i.e.:</p> <p>(i) mixing</p> <p>(ii) kneading</p> <p>(iii) fermentation</p> <p>(iv) shaping</p> <p>(v) proving</p> <p>(vi) baking</p> <p>(vii) cooling</p>	<p>O5.1.1 list and explain Ingredients suitable for bread making</p> <p>O5.1.2 state and describe the procedure for making bread</p> <p>O5.1.3 state and explain common faults in the preparation of bread</p> <p>O5.1.4 state and describe ways of maintaining freshness in bread</p>
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		<p>(c) common faults</p> <p>(i) sinking top</p> <p>(ii) small and dense</p> <p>(iii) sour taste</p> <p>(iv) flat shape</p> <p>(v) large holes</p> <p>(vi) cracking top</p> <p>(vii) heavy texture</p> <p>C5.2 factors to consider when preparing sandwiches and fillings i.e.:</p> <p>(a) freshness</p> <p>(b) simplicity of ingredients</p> <p>(c) proportion of ingredients</p> <p>(d) filler seasoning/flavour</p> <p>(e) crunchiness</p> <p>(f) layering</p> <p>(g) colourful ingredients</p> <p>(h) packaging</p>	<p>O5.1.5 demonstrate skills in bread making and other products using yeast</p> <p>O5.2.1 state and discuss factors to be considered when preparing sandwiches</p> <p>O5.2.2 suggest appropriate spreads and fillings for sandwiches</p> <p>O5.2.3 demonstrate skills in preparation of spreads and fillings for sandwiches</p>
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FT 4 – FOOD SAFETY AND HYGIENE			
Topic	Students can:	Students will learn about:	Students learn to:
6.0 Food spoilage	6.0 Demonstrate knowledge, understanding about food safety and hygiene in the kitchen	<p>C6.1 Agents of food spoilage, i.e.:</p> <p>(i) bacteria</p> <p>(ii) enzymes</p> <p>(iii) moulds</p> <p>(iv) yeast</p> <p>C6.2 Symptoms of food poisoning and food-borne illness</p> <p>C6.3 Causes of food poisoning i.e.</p> <p>(i) poor kitchen hygiene, e.g. dirty utensils, household pests</p>	<p>O6.1.1 identify and describe the agents of food spoilage</p> <p>O6.2.1 outline symptoms of food poisoning and food borne illness</p> <p>O6.3.1 state and discuss causes food poisoning</p>

		<p>(ii) poor personal hygiene e.g. (uncovered cuts/skin infections, coughing/sneezing near food)</p> <p>(iii) contaminated water</p> <p>(iv) poor food handling, e.g. storage</p> <p>C6.4 measures for prevention of food contamination:</p> <p>(a) observe:</p> <p>(i) personal hygiene rules</p> <p>(ii) kitchen hygiene e.g. pest control</p> <p>(iii) food hygiene, prevent cross contamination, temperature control</p>	<p>O6.4.1 state and discuss measures required to prevent food contamination</p>
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FT 5 - CONVENIENCE FOODS			
Topic	Students can:	Students will learn about:	Students learn to:
<p>7.0 Convenience foods</p>	<p>7.0 demonstrate knowledge understanding and application skills about convenience food</p>	<p>C7.1 convenience foods, i.e.:</p> <p>(a) convenience foods, i.e.:</p> <p>(i) dehydrated, e.g. mashed potatoes, custard, etc.</p> <p>(ii) canned/bottled, e.g. canned fruit, canned fish, etc</p> <p>(iii) frozen, e.g. ice cream, beef burgers, meats, etc</p> <p>(iv) ready to eat, e.g. cakes, biscuits, French fries, hamburgers, pizza, chicken waffles, etc</p> <p>C7.2 advantages and disadvantages of convenience foods</p>	<p>O7.1.1 state, classify and describe convenience foods</p> <p>O7.2.1 discuss advantages and disadvantages of convenience foods</p>

		<p>(a) advantages, i.e.:</p> <ul style="list-style-type: none"> (i) quick, minimum or no preparation (ii) fuel economy (iii) no cooking experience required (iv) useful for emergencies (v) added nutritive value (vi) easy storage <p>(b) disadvantages, i.e.:</p> <ul style="list-style-type: none"> (i) costly (ii) monotonous (iii) taste quality (iv) consequences to health (v) quality of ingredients (vi) lack of cooking skills <p>C7.3 reasons for the popularity of convenience foods, i.e.:</p> <ul style="list-style-type: none"> (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 	<p>O7.3.1 state and discuss reasons for the popularity of convenience foods.</p>
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		<p>C7.4 Information provided on convenience products, i.e.:</p> <p>(a) Mandatory, i.e.:</p> <ul style="list-style-type: none"> (i) name of food product (ii) product net weight (iii) address of manufacturer (iv) nutrition facts (v) list of ingredients (vi) expiry date <p>(b) Voluntary, i.e.</p> <ul style="list-style-type: none"> (i) serving size (ii) calorie per serving (iii) optional nutrients (iv) supplements (v) claims on the product <p>C7.5 incorporating various convenience foods into family meals</p>	<p>O7.4.1 state, interpret and explain information provided on convenience food packaging</p> <p>O7.5.1 demonstrate skills in incorporating convenience foods into family meals</p>
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FT 6 - MEAL PLANNING AND CATERING			
Topic	Students can:	Students will learn about:	Students learn to:
8.0 meal planning	8.0 demonstrate knowledge, understanding and application skills in meal planning and catering	<p>C8.1 factors influencing meal and menu planning for the family/events, i.e.:</p> <ul style="list-style-type: none"> (a) season of the year (b) experiences of the cook (c) time of the day/event (d) state of health of individual (e) occupation/activity (f) gender of the person (g) number of people (h) available facilities (i) Income <p>C8.2 nutritional needs of the following groups:</p> <ul style="list-style-type: none"> (a) teenagers (b) pregnant and nursing mothers (c) invalids and convalescents (d) vegetarians <p>NB: to include cultural foods for groups</p>	<p>O8.1.1 describe and discuss factors influencing meal and menu planning for the family/events</p> <p>O8.2.1 state and discuss factors affecting their nutritional needs</p> <p>O8.2.2 suggest and justify appropriate nutrient requirements for each group</p> <p>O8.2.3 demonstrate skills in planning, preparation, cooking and serving meals for the stated groups</p> <p>O8.2.4 evaluate meals for stated groups</p>

<p>9.0 Catering</p>	<p>9.0 demonstrate knowledge, understanding and application skills in catering for different occasions.</p>	<p>C9.1 points to be considered when planning to cater for an event i.e.:</p> <ul style="list-style-type: none"> (a) type of event, e.g. parties, weddings (b) number of people (c) budget/ type of menu (d) facilities available <p>C9.2 environmental impact of Food preparation, when catering for different occasions, i.e.:</p> <ul style="list-style-type: none"> (a) Food waste (b) Water usage (c) Energy consumption (d) Packaging materials 	<p>O9.1.1 state and explain points to be considered when planning to cater for an event</p> <p>O9.1.2 demonstrate skills in planning, preparation, cooking and serving meals for one of the stated occasions</p> <p>O9.1.3 evaluate meals/dishes for chosen occasion.</p> <p>O9.2.1 discuss ways of incorporating environmental factors when planning for a catering event</p>
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FT 7- FOOD PRESERVATION			
Topic	Students can:	Students will learn about:	Students learn to:
10.0 Food preservation	10.0 demonstrate knowledge, understanding and application skills in food preservation techniques	<p>C10.1 food preservation</p> <p>C10.2 reasons for preserving foods, i.e.:</p> <ul style="list-style-type: none"> (a) prevention of microbes (b) nutritional value retained (c) improved shelf life (d) food availability when out of season (e) economic reasons (f) variety in meals <p>C10.3 Preservation techniques i.e.:</p> <ul style="list-style-type: none"> (a) heating - bottling (b) moisture removal - drying (c) exclusion of air bottling - Jam making (d) reduction in temperature - refrigeration and freezing. (e) chemical preservation - sugar, salt and vinegar. (f) sugar, salt and vinegar. <p>C10.4 labelling food preserves, i.e.:</p> <ul style="list-style-type: none"> (a) importance (b) labelling procedure 	<p>O10.1.1 define food preservation</p> <p>O10.2.1 state and explain reasons for preserving foods</p> <p>O10.3.1 analyse and discuss food preservation techniques</p> <p>O10.4.1 Demonstrate skills in the preservation and labelling of various foods</p>

TEXTILES TECHNOLOGY (TT)

TT 1– SEWING TOOLS AND EQUIPMENT FOR GARMENT CONSTRUCTION

Topic	General Objective At the end of the programme students can:	Students will learn about:	Students learn to:
<p>1.0 Sewing Tools and equipment for garment construction</p>	<p>1.0 demonstrate knowledge, understanding in the choice, care and application of Sewing tools and equipment for garment construction</p>	<p>C1.1 sewing tools i.e.:</p> <ul style="list-style-type: none"> (a) measuring, i.e. <ul style="list-style-type: none"> (i) tape measure (ii) seam gauge (iii) transparent rulers (b) cutting tools i.e.: <ul style="list-style-type: none"> (i) shears (dressmakers' pinking) (ii) pair of scissors: i.e. button hole, embroidery (iii) seam ripper (c) marking tools i.e.: <ul style="list-style-type: none"> (i) tailors' chalk (ii) carbon paper (iii) tracing wheel (d) small sewing tools i.e: <ul style="list-style-type: none"> (i) hand and machine sewing needles (ii) thimbles (e) pressing equipment i.e.: <ul style="list-style-type: none"> (i) iron (ii) ironing board (iii) sleeve board (iv) steam press 	<p>O1.1.1 identify and describe types of sewing tools/equipment</p> <p>O1.1.2 state the functions of sewing tools/equipment</p> <p>O1.1.3 discuss choice, care and storage of sewing tool/equipment</p>

		<p>C.1. 2 Sewing machine, i.e.</p> <p>(a) Types of sewing machine, i.e. electric, hand, treadle, over locker/serger</p> <p>(b) parts</p> <p>(c) functions</p> <p>(d) care procedures</p> <p>(e) common faults and remedies</p> <p>(f) skills when using a sewing machine</p>	<p>O1.2.1 identify and state functions of parts of a sewing machine</p> <p>O1.2.2 state, describe and practice correct care procedures for sewing machines</p> <p>O1.2.3 state, discuss and practice trouble shooting in sewing machines</p> <p>O1.2.4 demonstrate skills in the use of a sewing machine</p>
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TT 2 – MAKING GARMENTS USING COMMERCIAL PATTERNS			
Topic	students can:	Students will learn about:	Students learn to:
<p>2.0 Commercial patterns</p>	<p>2.0 demonstrate knowledge, understanding and application skills in:</p> <p>(a) the use of commercial patterns</p> <p>(b) taking body measurements</p>	<p>C2.1 information on a commercial pattern, i.e.:</p> <p>(a) front of envelope</p> <p>(b) back of envelope</p> <p>(c) instruction sheet</p> <p>(d) pattern pieces</p> <p>C2.2 body measurements</p> <p>(a) rules for taking body measurements, i.e.:</p> <p>(i) taken on under garments</p> <p>(ii) tape measure position</p> <p>(iii) seek assistance</p> <p>(iv) determining natural waistline</p> <p>(v) keeping records</p>	<p>O2.1.1 state and describe information found on commercial patterns</p> <p>O2.2.1 state rules for taking body measurements</p> <p>O2.2.2 demonstrate skills for taking body measurements</p>

		<p>C2.3 simple adaptation and alteration techniques on pattern pieces</p> <p>C2.4 fabric preparation before cutting, i.e:</p> <p>(a) preshrink (b) press fabric (c) grain</p> <p>C2.5 rules for:</p> <p>(a) laying out, i.e:</p> <p>(i) pressing paper pattern pieces (ii) fold the fabric (iii) with or without nap/checks/diagonals (iv) follow suggested layout on pattern (v) pin the pattern pieces onto fabric</p> <p>(b) cutting out, i.e:</p> <p>(i) use sharp dressmaker's shears (ii) cut using long even strokes (iii) notches cut out</p> <p>(c) transfer pattern markings, i.e.:</p> <p>(i) use suitable method for fabric (ii) work on wrong side of garment (iii) use contrasting colour of thread/tailor's carbon</p> <p>2.6 Assembling a garment</p>	<p>O2.3.1 demonstrate simple adaptation and alteration techniques on pattern pieces.</p> <p>O2.4.1 state, describe and demonstrate skills when preparing fabric before cutting</p> <p>O2.5.1 demonstrate skills for:</p> <p>(i) lay out (ii) cutting and (ii) transfer of pattern markings</p> <p>O2.6.1 generate a logical sequence to assemble a garment</p>
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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	<p>C3.1 hand stitches and uses, i.e.:</p> <p>(a) temporary stitches:</p> <p>(i) even</p> <p>(ii) diagonal tacking/basting</p> <p>(iii) tailor's tacking</p> <p>(b) permanent stitches, i.e.</p> <p>(i) hemming</p> <p>(ii) slip hemming</p> <p>(c) uses of stiches</p> <p>(i) transfer of pattern markings</p> <p>(ii) Temporarily hold fabric together</p> <p>(iii) holds fabric permanently</p> <p>(iv) permanently holds hems</p>	<p>O3.1.1 identify and describe the named types of stitches</p> <p>O3.1.2 explain functions of the named temporary and permanent stitches</p> <p>O3.1.3 state and describe the procedure for working each stitch</p> <p>O3.1.4 demonstrate skills in the use of hand stitches</p> <p>O3.1.5 evaluate hand stitches</p>
4.0 Seams and edge finishes	4.0 demonstrate knowledge, understanding and application of skills in sewing seams and edge finishes	<p>C4.1 types of seams and suitability on garments:</p> <p>(a) single stitched, i. e plain open</p> <p>(b) double stitched, i.e.: run and fell seam</p> <p>C4.2 neatening seams using appropriate methods, i.e.:</p> <p>(a) zigzag</p> <p>(b) edge stitching</p> <p>(c) overlocking</p> <p>C4.3 choice of a seam</p> <p>(a) type of fabric</p> <p>(b) type of garment</p>	<p>O4.1.1 identify and describe named seams</p> <p>O4.2.1 identify and describe the methods used to neaten seams</p> <p>O4.3.1 explain how to choose a seam</p>

		<p>(c) shape of the seam</p> <p>C4.4 characteristics of a good seam, i.e.:</p> <p>(a) strong and durable</p> <p>(b) machine stitched</p> <p>(c) width of seam</p> <p>(d) type of garment</p> <p>(e) well stitched e.g. even, flat</p> <p>C4.5 techniques for a professional finish in garments, i.e.:</p> <p>(a) grading/layering</p> <p>(b) trimming</p> <p>(c) notching</p> <p>(d) clipping/snipping</p> <p>(e) under stitching.</p> <p>C4.6 edge finishes, e.g.</p> <p>(a) hems</p> <p>(b) waistband</p> <p>(c) facings</p>	<p>O4.4.1 state and discuss characteristics of a good seam</p> <p>O4.4.2 describe the techniques used for a professional finish on garments</p> <p>O4.5.1 state and describe different types of edge finishes</p> <p>O4.6.1 demonstrate skills when sewing and neatening seams and edge finishes</p> <p>O4.6.2 evaluate seams and edge finishes</p>
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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	<p>C5.1 methods of controlling fullness</p> <p>(a) darts: i.e.:</p> <p>(i) single</p> <p>(ii) double pointed</p> <p>(b) pleats: i.e. box pleats</p> <p>(c) gathers</p> <p>C5.2 points to consider when constructing a dart as a method of controlling fullness on a garment, i.e.:</p> <p>(a) length</p> <p>(b) position</p> <p>(c) procedure</p>	<p>O5.1.1 identify and describe named methods of controlling fullness</p> <p>O5.1.2 explain points to consider when constructing one type of a dart as a method of controlling fullness</p> <p>O5.2.1 demonstrate skills in the construction of a dart as a form of controlling fullness on a garment</p> <p>O5.2.2 evaluate named methods of controlling fullness</p>

Topic	Students Can:	Students will learn about:	Students will learn to:
6.0 Fasteners	6.0 demonstrate knowledge, understanding and application skills of using fasteners in garments	<p>C6.1 types of fasteners for garments, i.e.:</p> <ul style="list-style-type: none"> (a) zipper fastener, i.e: lapped, centred and fly (b) button and buttonholes <p>C6.2 points to consider when choosing fasteners on garments, i.e:</p> <ul style="list-style-type: none"> (a) correct size (b) position (c) strong and inconspicuous (d) procedure 	<p>O6.1.1 identify and describe two named types of fasteners for garments</p> <p>O6.2.1 explain points to consider when choosing and inserting a lapped zipper on a garment</p> <p>O6.2.2 demonstrate skills when inserting a lapped zipper on a garment</p> <p>O6.2.3 evaluate the two named fasteners when constructing garments</p>

Topic	Students Can:	Students will learn about:	Students will learn to:
7.0 Sleeves	7.0 Show knowledge, understanding and application skills of constructing and attaching sleeves on garments	<p>C7.1 types of sleeves for garments, i.e.</p> <ul style="list-style-type: none"> (a) set in sleeves (b) raglan sleeves (c) kimono sleeves <p>C7.2 points to consider when constructing and attaching a set in sleeve, i.e.:</p> <ul style="list-style-type: none"> (a) procedure (b) identify front and back of sleeve (c) attractive (d) comfortable 	<p>O7.1.1 identify and describe three types of named sleeves</p> <p>O7.2.1 explain points to consider when constructing and attaching a set in sleeves on a garment</p> <p>O7.2.2 demonstrate skills in the construction and attaching of a set in sleeve on a garment</p> <p>O7.2.3 evaluate a set in sleeve</p>

Topic	Students Can:	Students will learn about:	Students will learn to:
8.0 Collars	8.1 demonstrate knowledge, understanding and application skills of constructing and attaching collars on garments	<p>C8.1 types of collars garments, i.e.</p> <ul style="list-style-type: none"> (a) flat collar (b) rolled collar (c) stand collar <p>C8.2 points to consider when constructing and attaching a rolled collar on a garment, i.e:</p> <ul style="list-style-type: none"> (a) procedure (b) interfacing (c) attachment 	<p>O8.1.1 identify and describe three types of named collars</p> <p>O8.2.1 explain points to consider when constructing and attaching a rolled collar on a garment</p> <p>O8.2.3 demonstrate skills in the construction and attaching of a rolled collar on a garment</p> <p>O8.2.4 evaluate a rolled collar</p>

Topic	Students Can:	Students will learn about:	Students will learn to:
9.0 Pockets	9.0 Acquire knowledge, understanding and application skills of constructing and attaching pockets on garments.	<p>C9.1 types. i.e.:</p> <ul style="list-style-type: none"> (a) patch pocket (b) in-seam pocket (c) faced hip pocket <p>C9.2 points to consider when constructing and attaching a faced hip pocket</p> <ul style="list-style-type: none"> (a) preparation (b) interfacing (c) attaching 	<p>09.1.1 identify and describe the named types of pockets</p> <p>09.2.1 demonstrate skills in the preparation and attaching of a faced hip pocket on a garment</p> <p>09.2.2 evaluate faced hip pocket</p>

TT 4 - PROCESSES OF GARMENT PRODUCTION			
Topic	Students Can:	Students will learn about:	Students will learn to:
10.0 Processes of garment production	10.0 demonstrate knowledge, understanding and application skills in the use of processes of garment production and environmental factors	C10.1 processes in garment production, i.e.: <ul style="list-style-type: none"> (a) market research - identify a need (b) product design (c) patterns (d) fabric selection (e) product sample/ toiles (f) final selection (g) price (h) sizes of item (i) garment production (j) quality control and packaging C10.2 environmental impact of textile production, i.e: <ul style="list-style-type: none"> (a) water usage (b) energy consumption (c) textile waste management (d) recycling 	O10.1.1 discuss processes in garment production O10.1.2 evaluate processes in garment production O10.2.1 analyse the impact of environmental factors on textiles production

TT 5 –TEXTILES FIBRES			
Topic	Students Can:	Students will learn about:	Students will learn to:
11.0 Textile Fibres	11.0 demonstrate knowledge and understanding of textiles fibres	<p>C11.1 classes of fibres</p> <ul style="list-style-type: none"> (a) animal i.e.: <ul style="list-style-type: none"> (i) wool (ii) silk (b) vegetable, i.e.: <ul style="list-style-type: none"> (i) cotton (ii) flax (c) man-made: <ul style="list-style-type: none"> (i) regenerated, e.g. viscose, (ii) synthetic, e.g. polyester <p>C11.2 properties of natural and synthetic fibres, i.e.: wool, cotton, viscose and polyester</p>	<p>O 11.1.1 classify the named textiles fibres</p> <p>O11.2.1 discuss the properties of named fibres, i.e.: wool, cotton, viscose and polyester</p>

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 in order to achieve the identified goal or task
- Use materials and resources safely, effectively and skilfully 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 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 with respect to 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 the 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 practical concepts in the syllabus
- Demonstrate ideas/application 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 practical concepts in the syllabus
- Demonstrate some ideas/application 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 practical concepts in the syllabus
- Demonstrate limited ideas/application 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 practical concepts in the syllabus
- Demonstrate basic ideas/application not in a logical order
- Shows little or no technical vocabulary
- Demonstrate little or incomplete practical skills in the project papers
- Demonstrate 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.

PRACTICAL SKILLS

In competence-based assessment, the role of the assessor is essential. A very close monitoring is essential in view of 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 reliability, credibility and validity of awards by appointing a visiting assessor to monitor the standard of all assessment 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 assessment taking place.
- Project assessment is correctly administered.

APPENDIX 1: Teacher assessment criteria

Information to the teacher:

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 an external examiner. The Project (Paper 3) will be assessed by the subject teacher and the external examiner over the duration of the project. The teacher’s assessment will be on the degree of supervision (e.g. close supervision or minimal supervision) of the candidate. The teacher’s assessment will contribute 5% towards the weighting of the paper.

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

STAGE 1- Proposal [5]

Support and Guidance (Teacher)

Marking Guide	Guidance	Marks
Has worked mainly independently to complete proposal on time	Award 5 marks for working independently to produce the proposal. Award 4 marks for working with some guidance to produce the proposal	4-5
Has worked with some support and guidance and required extra time to produce proposal	Award 3 marks for average support and guidance provided. Award 2 marks for working with above average guidance in producing the proposal.	2-3
Has needed considerable guidance and support to produce proposal	Award 1 mark for considerable guidance to produce proposal	1
Could not perform task without guidance	Award 0 marks for maximum guidance to produce proposal	0
	subtotal	5

STAGE 2 Developmental Stage [5]

(a) Preparation and layout

Marking Guide		Marks
Has worked mainly independently and with minimal help to prepare a plan of action and layout	<p>Award 5 marks for working mainly independently to produce the plan of action and layout.</p> <p>Award 4 marks for working with some guidance to produce the plan of action and layout</p>	4-5
Has worked above average support and guidance to prepare a plan of action	<p>Award 3 marks for average support and guidance provided to prepare plan of action and layout</p> <p>Award 2 marks for above average support and guidance provided to prepare plan of action and layout.</p>	2-3
Has needed considerable support to prepare the plan of action/preparation and layout	Award 1 mark for considerable support rendered to prepare plan of action and layout.	1
Unable to perform task without any guidance	Award 0 marks when candidate required maximum support and guidance and finally unable to complete the plan of action and layout.	0

(b) Implementation [5]

Marking Guide	Guidance	Marks
Follows implementation plan with minimal help and independently in carrying out these practical procedures: <i>[Time Management, logical working, demonstration of techniques, Observation of Hygiene/safety, Management of Resources and Appropriate use of equipment]</i>	Award 5 marks for working mainly independently throughout the implementation stage Award 4 marks for working with some guidance to carry out the implementation plan.	4-5
Has worked with some support and guidance to follow the implementation plan of the practical procedures	Award 3 marks for average support and guidance provided to follow the implementation plan. Award 2 marks for above average support and guidance provided.	2-3
Has needed considerable support in following the implementation plan to carry out the practical procedures	Award 1 mark for considerable support rendered to complete the task	1
Has needed extreme support to carry out the implementation plan	Award 0 marks when candidate required extreme support and guidance in the implementation of plan.	0

(c) Product Realisation [5]

Marking Guide	Guidance	Marks
Has worked independently with minimal help to produce a product	Award 5 marks for working mainly independently throughout the realisation stage. Award 4 marks for working with some guidance during realisation stage.	4-5
Has worked with some support and guidance to produce the product	Award 3 marks for average support and guidance provided for this stage. Award 2 marks for above average support and guidance provided.	2-3
Has needed considerable support to produce a product	Award 1 mark for considerable support rendered to complete the task	1
Has needed help extremely to produce product or could not perform task without guidance	Award 0 marks when candidate required extreme support throughout and finally unable to produce a product.	0

STAGE 3 - Evaluation [5]

Marking Guide	Guidance	Marks
Has worked mainly independently in evaluation of product.	Award 5 marks for working mainly independently in evaluation of the product. Award 4 marks for working with some guidance in evaluation of product.	4-5
Has worked with some support in evaluation of product.	Award 3 marks for average support and guidance provided in evaluation of product. Award 2 marks for above average support and guidance in evaluation of product.	2-3
Has needed considerable support in evaluation of product.	Award 1 mark for considerable support and guidance provided.	1
Could not perform task without guidance, hence no rewardable performance.	Award 0 marks for maximum support and guidance provided in evaluation of product.	0
	MAXIMUM MARK	25 scaled down to [5%]

APPENDIX 2: GLOSSARY OF COMMAND WORDS

ANALYSE	Examine methodically and in detail the composition or structure of something for purposes of explanation and interpretation.
COMMENT	Say what you think about something.
COMPARE	Write about what is similar and different about two things. For a comparison, two elements or themes are required. Two separate descriptions do not make a comparison.
COMPLETE	To add the remaining detail or details required.
CONSTRAST	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.).
DESIGN	A plan or specification for the construction of an object
DIFFERENTIATE	What differences are shown between 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	Make a sketch of. 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, importance amount of something
GIVE	Write about or supply information
HOW	In what way? To what extent? By what means/methods? May be coupled with show how (prove how, demonstrate how).
IDENTITY	Pick out something from information you have been given.
JUSTIFY	Say why you choose something or why you think in a certain way.
LIST	Identify and name a number of features to meet a particular purpose.
LABEL	Placing specific names of detail to an illustrated technique in response to a particular requirement
MEASURE	Implies that the quantity concerned can be directly obtained from a suitable measuring instrument.
ILLUSTRATE	Account for by using specific examples or diagrams. Often coupled with by a labelled diagram.
INVESTIGATE	Carry out systematic or formal enquiry to discover and examine facts and increase knowledge and establish the truth
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.
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.

APPENDIX 3: GLOSSARY OF FOOD TECHNOLOGY TERMS

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 DIET	A diet that provides the correct amount of nutrients for the needs of an individual.
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 grain 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.
DESSERT	A sweet course or dish served at the end of a meal
DIET	Regular meals or menus required for a healthy life.
DISORDER	Malfunction of the body due to lack of nutrients.
ECONOMY	Correct use of resources or food items to save money, time or fuel.
EQUIPMENT	The items 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.
MENU	List of dishes that are served or are available in a meal
MEAL	Food served at a specific time, e.g. breakfast, lunch and dinner
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 a healthy living.
NUTRITION	A study of food and its nutrients on how they nourish the body 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 dish or a meal.
PRESERVATION	The natural or scientific process of preventing food from decay and thus retain nutritive value and extend the shelf life.
TEXTURE	The way food or drinks appear or feel, e.g. rough, smooth, hard, soft.
TECHNOLOGY	Scientific study or knowledge put into practical use to solve problems using a range of practical skills, tools and equipment. (develop a wide range of practical skills)
TRADITIONAL FOODS	Edible plants, fruits and animals used in Eswatini as cultural Dishes (local cuisine).
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: GLOSSARY OF TEXTILE TECHNOLOGY TERMS

AESTHETIC	The way something looks or feels.
APPLIQUE	Attaching one small piece of fabric on top of another by stitching or bonding, usually a picture or pattern.
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 on true bias that it can stretch on one side if necessary. It is used to finish curved edges such as armholes, neckline, etc.
DRAPE	The way that a 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 to finish the edge.
FILAMENT	A continuous fibre. Silk is the only naturally occurring filament fibre.
FUSIBLE	Easily meltable at relatively low temperatures.
GRADE	A means of measuring the quality of a fibre or fabric in terms of fineness, comfort and physical properties.
GRADING	Reduce bulkiness in seams by cutting the seam allowance to different widths.
MERCERIZING	to give lustre, strength and receptive to dye by treatment under tension with caustic soda.
NOTCHING	Reduce bulkiness in the seam by cutting triangular shapes in the seam allowance.
PILING	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 fabric.
REGENERATED FIBRE	Fibre 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 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.
STAY STITCHING	A single line of stitches through one layer of fabric to stabilise the fabric. It prevents seam or fabric from stretching out of proportion.
TRIMMING	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	Machine stitching made on the right side of a facing close to the edge, prevents facing from rolling to the right side of the garment.
WARP	Threads that go vertical 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.

APPENDIX 5: Role of visiting assessors/ External examiner

in competence based assessments, the role of assessor is essential. A very close monitoring is essential in view of ensuring 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.



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

APPENDIX 7:

LEVEL OF SUPERVISION

Centre Name		Centre Number	S	Z						Year				
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The overall mark for Paper 3 is [95+5 =100] where 95 marks are awarded by the Examiner and 5 marks by the teacher. The Scaling formula: $= \frac{x}{25} = 5$

NB: In case of a decimal after scaling, the marks should be rounded down.

		Stage 1	Stage 2			Stage 3	Total Marks	Scaled Marks
		Proposal	Implementation			Evaluation		
Candidate Number	Candidate Name	Write up 5 Marks	Research, Specification and Ideation 5 Marks	Development and Planning for Production 5 Marks	Realisation 5 Marks	Testing and evaluation 5 Marks	25 Marks	

Teacher's Name		Date	D	D	M	M	Y	Y	Y	Y	Contact Number (s)	
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APPENDIX 9: Student Declaration Form

I..... confirm that the material is all my own work. I have not copied or based my work on any samples or exemplars to which I have had access. Any work taken from another source has been appropriately referenced and acknowledged. I am not resubmitting previously submitted work.

Signature:

Date:

Teacher Declaration Form

I verify that I have supervised sufficient work to enable me to say with confidence that this work is the candidate's own work. The work has been fully checked and these checks included: copying from any sample/exemplar; copying from other students; the possibility of a third person preparing the work; resubmission of previously submitted work.

Signature: Date:/...../.....

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