



CARIBBEAN
EXAMINATIONS
COUNCIL

Caribbean Secondary
Education Certificate®

SYLLABUS

HOME ECONOMICS

CXC 11/G/SYLL 15

Effective for examinations from May–June 2017

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Contents

RATIONALE.....	1
AIMS.....	1
ORGANISATION OF THE SYLLABUS	2
RECOMMENDED TEACHING APPROACHES.....	2
CAREER CHOICES.....	2
SUGGESTED TIMETABLE ALLOCATION.....	3
CERTIFICATION.....	3
SKILLS AND ABILITIES TO BE ASSESSED	4
DEFINITION OF PROFILE DIMENSIONS.....	4
<i>FORMAT OF THE EXAMINATIONS</i>	5
REGULATIONS FOR PRIVATE CANDIDATES	7
REGULATIONS FOR RESIT CANDIDATES	7
OPTIONS	
SYLLABUS FOR EXAMINATION IN FAMILY AND RESOURCE MANAGEMENT	8
SECTION 1: The Family.....	10
SECTION 2: Principles of Management.....	16
SECTION 3: Managing Family Resources	21
SECTION 4: Consumerism	26
SECTION 5: <i>Management of Special Events</i>	33
SECTION 6: <i>Work, Careers, Employment Opportunities and Leisure</i>	37
SECTION 7: <i>Housing and the Environment</i>	40
Guidelines for School-Based Assessment	47
GLOSSARY OF EXAMINATION TERMS	66
SYLLABUS FOR EXAMINATION IN <i>TEXTILES, CLOTHING AND FASHION</i>	69
SECTION 1: <i>Fibres, Yarns and Fabrics</i>	71
SECTION 2: <i>Textiles Colouring and Finishing</i>	76
SECTION 3: <i>Care and Maintenance of Textile Products</i>	80
SECTION 4: <i>Clothing and Culture</i>	80

SECTION 5: <i>Fashion for the Individual and the Home</i>	90
SECTION 6: Fashion Sketching, Drawing and Pattern Development	96
SECTION 7: <i>Construction Processes</i>	102
Guidelines for School-Based Assessment	112
GLOSSARY OF EXAMINATION TERMS	133
 SYLLABUS FOR EXAMINATION IN <i>FOOD, NUTRITION AND HEALTH</i>	 136
SECTION 1: <i>Diet and Health</i>	137
SECTION 2: <i>Nutrition and Health</i>	143
SECTION 3: <i>Meal Planning Preparation and Dining</i>	152
SECTION 4: <i>Food, Science and Technology</i>	159
SECTION 5: <i>Kitchen Design and Equipment Management</i>	166
SECTION 6: Consumerism and Purchasing of Food	172
SECTION 7: Food Management, Preparation and Service	179
Guidelines for School-Based Assessment	192
GLOSSARY OF EXAMINATION TERMS	210
 SPECIMEN PAPERS	 213

NOTE TO TEACHERS AND LEARNERS

The Principles of Business Syllabus (CXC 11/G/SYLL 15) was revised in 2015 for first examination in 2019.

Teaching is expected to commence on the revised syllabus in September 2017.

First Published in 1989

Revised 1996

Amended 2002

Revised 2015

PLEASE NOTE



This icon is used throughout the syllabus to represent key features which teachers and learners may find useful.

Home Economics Syllabus

◆ RATIONALE

Home Economics is an interdisciplinary field of study that comprises three major options: Family and Resource Management; Textiles, Clothing and Fashion; and Food, Nutrition and Health. Family and Resource Management is concerned with effective use of resources to achieve individual and family goals. Textiles, Fashion and Clothing focuses on the development of skills in the use and care of fabrics and the study of fashion and design. Food, Nutrition and Health deals with the science of food, planning, preparation and service of meals for the health and well-being of the family.

Students pursuing this syllabus will develop competencies in an appropriate mix of knowledge, skills and abilities. The syllabus is geared towards helping learners matriculate to higher learning, sustain lifelong learning, integrate readily and attain employment in industry in a wide variety of careers in Family Support Services, Health Sector Food and Hospitality industries, Fashion and Interior Design.

This field of study incorporates competencies and experiences which are responsive to the Caribbean context of vulnerability to natural disasters, food insecurity, and instability in family life and lifestyle diseases. Additionally, the availability of a variety of materials which can be transformed into products that contribute to economic growth and sustainability underscores the need for this syllabus.

Upon completion of the course of study, the individual will exemplify the attributes of the CARICOM Ideal Person: self-confidence; love of life; respect for diversity; the ability to think critically and creatively and sensitivity to issues surrounding the family, community and the environment. This holistic development of students aligns with the development of the competencies advocated in the UNESCO Pillars of learning: learning to know, learning to do, learning to live together, learning to be and learning to transform oneself and society.

◆ AIMS

This syllabus aims to:

1. develop knowledge, skills and attitudes that will enable students to pursue post-secondary studies, future careers *and work associated with family and resource management, food, nutrition and health, clothing, textiles and fashion;*
2. *develop an understanding of the skills required for nurturing the growth of individuals and families and manage family life for successful living;*
3. *develop foundational competencies for the effective management of the interrelationships among nutritional needs, healthy lifestyle practices and the environment;*
4. create an awareness of the value of indigenous *resources of the region to aesthetics, science and technology competencies in the improvement of social and economic well-being;*

5. *provide opportunities for the development of behaviours for active involvement in the health and well-being of the home, community and workplace;*
6. *equip students with critical thinking, design, analytical and problem solving skills through authentic learning experiences.*

◆ ORGANISATION OF THE SYLLABUS

Home Economics is offered for examination as three options: *Family and Resource Management; Textiles, Clothing and Fashion; and Food, Nutrition and Health*. Each option is organised in seven sections as outlined below and provides articulation into tertiary level education programmes, which allow students to acquire skills for advanced learning, industry and business.

SECTIONS	FAMILY AND RESOURCE MANAGEMENT	TEXTILES, CLOTHING AND FASHION	FOOD, NUTRITION AND HEALTH
SECTION 1	The Family	Fibres, Yarns and Fabrics	Diet and Health
SECTION 2	Principles of Management	Textiles colouring and finishing	Nutrition and Health
SECTION 3	Managing Family Resources	Care and maintenance of textile products	Meal Planning
SECTION 4	Consumerism	Clothing and culture	Food Science and Technology
SECTION 5	Management of Special Events	Fashion for the individual and the home	Kitchen Design and Equipment Management
SECTION 6	Work, Careers, Employment Opportunities and Leisure	Fashion Sketching, Drawing and Pattern Development	Consumerism and Purchasing of Food
SECTION 7	Housing and the Environment	Construction Processes	Food Management, Preparation and Service

◆ RECOMMENDED TEACHING APPROACHES

For the effective delivery of the Home Economics Syllabus, it is suggested that schools explore the creation of partnerships/collaborations with Ministries and Agencies of Government; food service businesses to include restaurants and delis; garment manufacturing and retailing companies to gain access to resource experts and facilities for observations, training and workplace attachment opportunities to complement delivery of the syllabus.

◆ CAREER CHOICES

Home Economics offers to students' diversity in the career path they can chart. The skills and knowledge acquired through the study of the areas in this syllabus may be further developed through post-secondary and tertiary studies or through employment. The professions included are listed below:

FAMILY AND RESOURCE MANAGEMENT

- Consumer Advocates
- Social Workers
- Family Therapists
- Event Planners
- Educators
- Entrepreneurs
- Personal/Home Care Practitioners

FOOD, NUTRITION AND HEALTH

- Public Health and Nutrition Educators/Promoters
- Entrepreneurs
- Nutritionists
- Food Chemists
- Quality Assurance Specialists
- Chefs

TEXTILES, CLOTHING AND FASHION

- Fashion Designers
- Textile Manufacturers and Designers
- Educators
- Entrepreneurs
- Wardrobe Consultants
- Garment Manufacturers and Merchandisers
- Costume/Mask Designers

◆ SUGGESTED TIMETABLE ALLOCATION

A minimum of six 40-minute periods per week over a two year period with at least one session to run for four consecutive periods in order to facilitate practical activities *is recommended*. The remaining two periods could be used for the theoretical aspects of the syllabus.

◆ CERTIFICATION

The syllabus is offered for Technical Proficiency Certification. A candidate's performance will be indicated on the certificate by an overall numerical grade on a six-point scale as well as a letter grade for each of three profile dimensions, namely, Knowledge, Use of Knowledge and Practical Skills.

Additionally, candidates who attain competence in the Units of Regional Occupational Standard for the Caribbean Vocational Qualification (CVQ) listed below and to which the School-Based Assessment is aligned, will be awarded a Statement of Competence in recognition of their performance once all requirements for issuing the award are met.

1. *Option A: Family and Resource Management, is aligned to units in the Food and Drink Service Level 1 and Floral Arrangement Level 1.*
2. *Option B: Textiles, Clothing and Fashion, is aligned to units in the Garment Production, Level 1.*
3. *Option C: Food, Nutrition and Health, is aligned to units in the Commercial Food Preparation, Level 1.*

This system informs the level of the quality of candidates' performance from mastery to the various levels of competency development.

◆ SKILLS AND ABILITIES TO BE ASSESSED

The knowledge and skills students are expected to develop on completion of this syllabus, have been grouped under three headings:

1. Knowledge;
2. Use of Knowledge;
3. Practical Skills.

◆ DEFINITION OF PROFILE DIMENSIONS

The skills and capabilities described in the three Options will be examined and reported under three Profile Dimensions described below:

1. Knowledge (K)

The ability to:

- (a) recall facts, concepts and principles;
- (b) identify, access, organise and communicate facts, concepts and principles.

2. Use of Knowledge (UK)

The ability to:

- (a) make critical judgement;
- (b) adopt a problem solving approach;
- (c) account for or justify decisions made;

- (d) apply theory to practice in familiar situations.

3. Practical Skills

The ability to:

- (a) collect, display and analyse data gathered through observations;
- (b) apply results obtained from doing practical activities to new situations;
- (c) test informed guesses, conjectures, and hunches by doing practical activities;
- (d) do practical tasks accurately and economically with regard to time, energy and other resources; and
- (e) use appropriate tools with dexterity and care.

◆ FORMAT OF THE EXAMINATION

The examination is offered at the Technical Proficiency Level. The assessment comprises three papers, Paper 01, Paper 02 and Paper 03.

Papers 01 and 02 are assessed externally. Paper 03 is a School-Based Assessment and is assessed internally by the teacher and moderated by CXC.

Paper 01 (30 percent) *Paper 01 consists of 60 multiple-choice items assessing **all areas of the syllabus**. All questions are compulsory*
(1 hour 30 minutes)

The sixty items on Paper 01 will test skills (knowledge and use of knowledge) in the ratio of 1:1 that is 30 marks for Knowledge and 30 marks for Use of Knowledge.

This Paper contributes 60 marks to the candidate's final grade.

Paper 02
(40 percent)
(2 hours 30
minutes)

Paper 02 consists of six compulsory questions testing all Sections in the syllabus.

Each question in this Paper is worth 16 marks: 6 marks for Knowledge and 10 marks for Use of Knowledge. The Paper contributes 96 marks to the candidate's final score.

Paper 03
School-Based
Assessment
(30 percent)

This component will test Profile 3 – Practical Skills. Candidates will complete a set of practical activities for the School-Based Assessment in which the relevant Level 1 standards for the CVQ are integrated. Candidates may be awarded Statements of Competence for those units in which they show competence.

The School-Based Assessment component will comprise THREE assignments testing practical skills. See exemplars on pages 51 to 58, 112 to 119 and 188 to 193.

Assignment One is set by the teacher using criteria provided in the syllabus and marked by the teacher using criteria provided in the syllabus.

Assignment Two is set by the teacher using criteria provided in the syllabus and **jointly assessed by the teacher and an External Examiner using mark schemes provided in the syllabus and following procedures outlined on pages 54, 115, 116 and 191 of the syllabus.**

Assignment Three is set by the teacher, using criteria provided in the syllabus and marked by the teacher, using criteria provided in the syllabus. It is recommended that the first of these assignments should be done in the third term of year one of the course. The second and third assignments should be done during terms one and two, respectively, of year two of the course.

Teachers must follow the CVQ assessment guidelines and regulations for all candidates who are to be assessed for the CVQ Level 1 Units of Competence.

WEIGHTING OF PAPERS AND PROFILE DIMENSIONS

The percentage weighting of examination components and profiles is as follows:

Profile Dimensions	Paper 01	Paper 02	Paper 03 SBA	TOTAL RAW SCORE	TOTAL Weighted	(%)
Knowledge	30	36	-	66	60	(30)
Use of Knowledge	30	60	-	90	80	(40)
Practical Skills	-	-	60	60	60	(30)
Total	60	96	60	216	200	(100)

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to sit all components of the examination for the selected syllabus. Private candidates are required to write Papers 01, 02 and 03. A private candidate must enter through a school, a recognised institution (technical institute or community college) or the Local Registrar's Office. The institution of learning will be required to accept responsibility for the assessment of the School-Based Assessment component of the syllabus. The name, school, and territory of the identified teacher or tutor should be submitted to the Council on registration for the subject.

◆ REGULATIONS FOR RESIT CANDIDATES



Resit candidates must rewrite Papers 01 and 02 of the examination for the year in which they re-register. However, resit candidates who have earned a moderated score 50 per cent or more of the maximum score for the School-Based Assessment component may elect not to repeat this component, provided they rewrite the examination no later than 2 years immediately following their first attempt.

Resit candidates who have obtained a moderated score of less than 50 per cent of the maximum score for the School-Based Assessment component must repeat the component at any subsequent sittings. Resit candidates may enter through schools, recognised educational institutions or the Local Registrar's Office.

◆ HOME ECONOMICS SYLLABUS

FAMILY AND RESOURCE MANAGEMENT

◆ SYLLABUS FOR EXAMINATION IN FAMILY AND RESOURCE MANAGEMENT

The syllabus for *Family and Resource Management* is designed to enable students to develop knowledge, attitudes and skills to manage available resources to attain family goals. The course of study is intended to provide students with a range of management capabilities, including problem-solving, decision-making, management and practical skills to assist them in leading more effective lives, as individuals and as members of a community.

TOOLS AND EQUIPMENT FOR FAMILY AND RESOURCE MANAGEMENT

Candidates must be able to access tools, equipment and materials to provide them with opportunities to participate in activities in a learning environment similar to that of a home. Candidates will need to practice in kitchen, living room, bedroom, bathroom and dining room facilities with the furniture and furnishings necessary for a home and or industry.

The Family and Resource Management Laboratory should include the following components:

1. a Food Laboratory that will be used for preparation of dishes in keeping with the management of the home;
2. a Resource Management room with tables that can serve as working surfaces for the study of housing and interior design, furnishings;
3. a model home with a furnished bedroom, dining and living rooms and complete bathroom for the design and management of personal and family living space;
4. a furnished laundry for all aspects of laundry work;
5. provision for adequate storage;
6. a classroom equipped with appropriate and adequate furniture and technology for instruction and research.

A range of housing, environment, and interior design tools and supplies, as well as art and design materials, should be available. It is advisable to select representative brands and models of equipment, so that students can compare and evaluate various features. Fire extinguishers of appropriate type(s) and a first-aid kit must be housed in each laboratory.



ESSENTIAL TOOLS AND EQUIPMENT

Kitchen Equipment

Cookers (4 burners)
Refrigerators
Microwaves

Juicers
Cake mixers (standing and hand-held)
Percolators
Blenders
Food processors
Slow cookers
Kitchen Tools

Appliances



Grater
Knives (Paring, Chef, Bread),
Wooden Spoons
Strainers
Cookie Cutters
Mixing Bowls (Various Sizes)
Measuring Spoons
Chopping Boards
Pots and Pans
Glassware Sets
Cutlery Sets
Serving Cutlery (Buffet),
Teapot Sets
Coffee Pot Sets
Pitchers
Small Glass Plates
Platters (Clear and Coloured)
Breakfast Plates
Cake Pans
Muffin Tins
Dessert/Custard Cups
Dinnerware Sets

Household Furniture and Furnishings

Bed
Bed furnishings (*regular and for the sick to include ruffles, mattress pads, fitted sheets, top sheets, blankets, comforters, pillow cases, pillow shams*)
Dresser
Chest of draws
Side tables
Living room suite
Trays
Tray cloths
Table cloths

Household Furniture and Furnishings (cont'd)

Trolleys
Towel sets
Shower curtains
Drapes
Cushions
Mats
Wall hangings
Area rugs
Coffee table
Dining table set
Table napkins (fabric)
Mirrors

Other Tools and Equipment

Vacuum cleaner
Floor polisher
Washing machine
Ironing boards
Irons
Flower shears/clippers
Flower pots
Vases
Napkin holders
Napkin rings
Dust pans
Brooms
Mops
Mop buckets
Computers
Printers
Scanner
Multimedia projectors
White boards
First-aid kit
Television
Video Cameras (*optional*)
DVD players (*optional*)
Recorders (*optional*)

SECTION 1: THE FAMILY

GENERAL OBJECTIVES

On completion of the Section, students should:

1. develop an understanding of the family and the importance of its contribution to the social and personal development of its members;
2. demonstrate an understanding of the *development* that takes place at various stages in the family;
3. appreciate the challenges presented by the development at each stage of the life cycle and make informed decisions for their effective management;
4. understand the factors that influence physical, mental and spiritual well-being of the family;
5. understand the needs of special groups at various stages in the life cycle development;
6. develop skills required for the care and well-being of special groups at various stages of development in the life cycle.

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the concept of family;
2. compare the major family forms in the Caribbean;
3. discuss the roles and functions of the family;
4. explain the *chronological development* that takes place in each stage of the family life cycle;
5. discuss the challenges faced by families at each stage of the life cycle and ways of managing them;
6. assess *relationship changes in the family*;
7. discuss the relationships between the family and the community;
8. discuss the factors that influence physical, mental and spiritual well-being of the family;
9. discuss rules and guidelines for the health and safety of the individual and the family;
10. describe the needs of special groups to include persons with disabilities;

SECTION 1: THE FAMILY (cont'd)

11. *discuss the factors to be considered when caring for special groups to include persons with disabilities;*
12. *prepare simple nutritious dishes for special groups;*
13. *conduct activities to demonstrate care of the sick.*

CONTENT

1. Concept of family

- *Definition of family to include blood relation (kinship), marriage or adoption (legal ties)*

2. Major family forms in the Caribbean

- (a) Nuclear.
- (b) *Extended.*
- (c) *Single Parent (matrifocal or patrifocal).*
- (d) Sibling household.
- (e) *Blended (combined, reconstituted).*

3. Roles and functions of the family

- (a) Roles:
 - (i) caregiver;
 - (ii) breadwinner;
 - (iii) nurturer;
 - (iv) disciplinarian;
 - (v) role model;
 - (vi) other.
- (b) Functions:
 - (i) *procreation;*

SECTION 1: THE FAMILY (cont'd)

- (ii) *providing basic needs for family members;*
- (iii) *socialisation;*
- (iv) *cultural transmission;*
- (v) *conferring status;*
- (vi) *nurturing the growth of personality;*
- (vii) *regulation of kinship ties.*

4. Chronological development in the family life cycle

- (a) *Definition of term 'Family Life Cycle'.*
- (b) *Stages of the Family Life Cycle and Challenges at Each Stage.*
 - (i) *Beginning stage:*
 - *personal adjustment;*
 - *goal-setting.*
 - (ii) *Expanding stage:*
 - *demands on time;*
 - *demands on space; and*
 - *demands on financial resources.*
 - (iii) *Contracting stage:*
 - *emotional (loneliness);*
 - *physical (health issues).*

5. Managing the challenges in each stage of the lifecycle.

- (a) *Death – grief management.*
- (b) *Divorce/ separation – emotional trauma management.*
- (c) *Other challenges.*

6. Changes in relationships in the family

- (a) *Changes in the family structure; influence of changes on intergenerational links among the elderly, the young and the community.*

SECTION 1: THE FAMILY (cont'd)

- (b) Changes caused by death, divorce and separation, migration, addition to the family, others.
- (c) *Migration and its effect on the emotional and economic stability of the family.*
- (d) Globalization and its effect on the psychological and economic stability of the family.
- (e) Changing roles of family members.

7. Relationships between the family and the community

Mutual relationship

- (a) *The family as a small community within the larger community:*
 - (i) an economic unit;
 - (ii) sustainer of life and culture;
 - (iii) consumer of community resources;
 - (iv) a supplier of human resource for work and community activities.
- (b) Social and environmental rights of the family in the community:
 - (i) *safe water supply;*
 - (ii) *unpolluted air including absence of loud noise and smoke;*
 - (iii) use of natural resources;
 - (iv) use of health facilities;
 - (v) access to and benefits from educational programmes and institutions;
 - (vi) *participation and cooperation in family and community ventures.*

8. Physical, mental and spiritual health

- (a) Factors that contribute to good health:
 - (i) proper diet and nutrition;
 - (ii) water and good oxygenation;
 - (iii) physical activity;

SECTION 1: THE FAMILY (cont'd)

- (iv) sufficient rest for physical recovery;
 - (v) muscular strength and endurance;
 - (vi) balance of physical, mental and spiritual health.
- (b) Factors that contribute to poor health:
- (i) nutrition deficiencies and risks associated with lifestyle diseases;
 - (ii) human sexuality problems and their effects;
 - (iii) stress;
 - (iv) substance use and abuse;
 - (v) unemployment;
 - (vi) crime and violence.

9. Health and safety

- (a) Personal safety: personal hygiene; safe practices to prevent poisoning and other bodily harm or injury, safe practices to maintain good health; water purification methods in the home.
- (b) Social safety: safety of the family; internet safety; protection from bullying and different forms of abuse.

10. Needs of special groups in the family to include persons with disabilities

Physiological, emotional and nutritional needs of:

- (a) *the new born;*
- (b) *the 1 – 3 year old toddler;*
- (c) *the 3 – 6 year old pre-schooler;*
- (d) *adolescents;*
- (e) *the elderly;*
- (f) the sick.

SECTION 1: THE FAMILY (cont'd)

11. Factors to consider when caring for special groups to include persons with disabilities

Safety, health, socialisation, cultural and spiritual issues affecting:

- (a) *the new born;*
- (b) *the 1 – 3 year old toddler;*
- (c) *the 3 – 6 year old pre-schooler;*
- (d) *the adolescent;*
- (e) *the elderly;*
- (f) the sick.

12. Planning and preparing simple dishes for special groups

Planning and preparing suitable dishes using Dietary guidelines, and the Multi-mix Food Principles for:

- (a) the 1 – 3 year old toddler;
- (b) the 3 – 6 year old pre-schooler;
- (c) *the adolescent;*
- (d) the elderly;
- (e) the sick.

13. Caring for the sick

- (a) Caring for the sick - examples: feeding, bathing, helping with medication.
- (b) Health and safety practices to be observed by caregivers.
- (c) Ensuring comfort of the room (preparation, hygiene, mental relaxation).
- (d) Personal hygiene of the sick.
- (e) Developing and implementing turning routine and exercise for the sick.
- (f) Maintaining contacts with doctors and the ambulance.

SECTION 1: THE FAMILY (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have each student create a 'Family tree' and interview family members to determine the roles and functions performed by the different members based on their age and gender.*
2. *Encourage students to compile a glossary of terms and concepts within the Section and/or develop games such as crossword puzzles using the terms and concepts.*
3. *Have students conduct a survey to find out the number of students in class who belong to different family types in order to make comparisons and discuss the reasons for the most popular type identified, the advantages and disadvantages.*
4. *Invite guest lecturers to address issues related to how persons with special needs or disabilities should be cared for and treated, then have students prepare and present a role play in groups using the information gathered during the presentation.*
5. *Have students visit a home care facility for the elderly in their community or near to the school; document their observations and present their findings in groups to the class using charts/PowerPoint presentations/You Tube clips as necessary.*

SECTION 2: PRINCIPLES OF MANAGEMENT

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop an understanding of management and its application in the effective use of individual and family resources;
2. appreciate the importance of the management principles in effective individual and family decision making, leadership, development of goals, values, attitudes and conflict resolution;
3. apply the management principles in the effective conduct of personal and social activities.

SPECIFIC OBJECTIVES

The students should be able to:

1. *explain the concept of “management”;*
2. *explain the management principles and processes;*
3. *differentiate among values, goals and attitudes;*
4. *discuss the effects of values, goals, priorities and attitudes on the decision-making process;*
5. *discuss the effects of values, goals and attitudes on the application of the management processes;*
6. *evaluate ways of resolving a conflict within the family;*
7. discuss developing trends in management and their impact on the quality of individual and family life;
8. *apply the steps in the decision making process to personal and family decisions;*
9. *apply the management principles and processes in personal life and family activities.*

SECTION 2: PRINCIPLES OF MANAGEMENT (cont'd)

CONTENT

1. Management

- (a) *Concept of management.*
- (b) *Features of management:*
 - (i) *the art of getting work done through people;*
 - (ii) *a continuous process;*
 - (iii) *a dynamic, result-oriented teamwork process;*
 - (iv) *a professional approach in work;*
 - (v) *dynamic and situational in nature;*
 - (vi) *governed by established principles and rules.*

2 and 9. Management principles and processes

- (a) *Management principles: Everyone takes responsibility and helps; clarity and simplicity of tasks.*
- (b) *Applying the Management Principles: preparing a day's schedule of work; executing a function.*
- (c) *Importance of the management principles in individual and family life.*
- (d) *Management processes:*
 - (i) *planning;*
 - (ii) *organising;*
 - (iii) *implementing;*
 - (iv) *controlling;*
 - (v) *evaluating.*
- (e) *Decision making in management.*
- (f) *Application of decision-making steps to make real life decisions in planning and executing functions such as a birthday party.*

SECTION 2: PRINCIPLES OF MANAGEMENT (cont'd)

3 and 5. Values, goals and attitudes

- (a) Differences among values, goals and attitudes.
- (b) *Values and attitudes formation.*
- (c) *Conflict of values.*
- (d) *Change of values.*
- (e) *Goal development, achievement and change.*
- (f) *The influence of values, goals and attitudes on the management process.*

4 and 8. Effects of values, goals, priorities and attitudes on decision making

- (a) Steps in the decision-making process:
 - (i) identifying the problem and goals to be achieved;
 - (ii) *researching the problem and strategies to achieve the goals;*
 - (iii) *considering* the alternatives and consequences of pursuing each alternative;
 - (iv) selecting the most appropriate course of action based on factors such as time, cost and the productive use of available resources;
 - (v) evaluating the decision.
- (b) The influence of values, goals, prioritising and attitudes in decision making.
- (c) Application of decision-making steps to make real life decisions.

6. Resolving conflicts

- (a) *Conflicts in the home:*
 - (i) *religious beliefs;*
 - (ii) *generation gap;*
 - (iii) *child abuse;*
 - (iv) *substance abuse;*
 - (v) *domestic violence;*

SECTION 2: PRINCIPLES OF MANAGEMENT (cont'd)

- (vi) *teenage pregnancy;*
 - (vii) *incest;*
 - (viii) *sexual orientation;*
 - (ix) *sexual abuse.*
- (b) Ways of resolving and or controlling conflicts – *applying the conflict management approaches:*
- (i) *accommodating;*
 - (ii) *avoiding;*
 - (iii) *collaborating;*
 - (iv) *competing;*
 - (v) *compromising;*
 - (vi) *using the assistance of personnel, institutions and agencies that assist individuals and families. Examples: conflict resolution councils and victim support units.*

7. Developing trends in management and their impact on the family

- (a) *Globalisation: Global employment.*
- (b) *Technology: Global networking.*
- (c) *Entrepreneurship: Family business.*
- (d) *Increased value of global diversity, processes, resources, health, wealth, recreation, education and training.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Organise students in teams to analyse and discuss case studies and/or articles to evaluate the effectiveness of management; then present their written and oral reports.*

SECTION 2: PRINCIPLES OF MANAGEMENT (cont'd)

2. *Engage students in selecting a moot for a debate or theme for a forum to be conducted in class where groups examine:*
 - (a) *select trends in management and the impact they have on the family;*
 - (b) *the effects of values, goals and attitudes in resolving conflicts and decision making.*

SECTION 3: MANAGING FAMILY RESOURCES

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. understand the importance of managing resources effectively to achieve family and individual goals;*
- 2. develop the ability to effectively manage time and money towards the achievement of individual and family goals;*
- 3. understand work simplification strategies;*
- 4. understand the relationship between effective time and money management and stress prevention;*
- 5. appreciate the time and money management practices of individuals and families.*

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the nature and use of resources;
2. discuss the concepts of time and time management;
3. explain the principles of time management;
4. explain the term “work simplification”;
5. explain the benefits of work simplification;
6. discuss factors that affect work simplification;
7. demonstrate work simplification strategies;
8. develop a daily time management plan for different groups of persons;
9. analyse various consequences of ineffective time management;
10. explain terms associated with money management;
11. discuss the functions of money;
12. describe the means by which money is earned;
13. explain the principles of money management;

SECTION 3: MANAGING FAMILY RESOURCES (cont'd)

14. *describe the services provided by financial institutions for the family;*
15. explain the reasons for preparing a budget;
16. outline factors to be considered in preparing a budget;
17. prepare a budget;
18. *formulate guidelines for effective management of time by individuals and the family;*
19. *formulate guidelines for effective management of money by individuals and the family;*
20. *evaluate the time and money management practices of individuals and families.*

CONTENT

1. Nature and use of resources

- (a) Definition of the term 'Resource'.
- (b) Classification of resources.
- (c) Guidelines for effective use of resources.

2 and 3. Time and time management

- (a) Concept of time:
 - (i) more than just making time;
 - (ii) management of self and the family in relation to time;
 - (iii) constant and irreversible;
 - (iv) effective management of resources.
- (b) *Concept of time management:*
 - (i) time management is a measure of the success of the quality of life for individuals and the family;
 - (ii) time management is a measure of economic worth;
 - (iii) time management is a measure of human effectiveness.
- (c) Principles and practices of time management

SECTION 3: MANAGING FAMILY RESOURCES (cont'd)

4 – 9. Work simplification

- (a) Definition of “work simplification”.
- (b) Work simplification strategies:
 - (i) scheduling;
 - (ii) sequencing ;
 - (iii) multitasking: dovetailing and overlapping.
- (c) Benefits of work simplification.
- (d) Factors that affect work simplification. Examples: time; nature of the task; knowledge and belief systems in prioritising; layout of work/task facilities.
- (e) Consequences of ineffective time management.
- (f) Demonstration of work simplification techniques. Examples: Combining processes to improve existing methods of doing tasks and activities: Techniques of overlapping, clustering and dovetailing; Body posturing to reduce time and energy expenditures.
- (g) Guidelines for effective management of time.
- (h) Time management plans for activities to be carried out by individuals and different family groups.

10 – 13. The nature of money

- (a) *Terminologies:*
 - (i) *Money.*
 - (ii) *Legal tender.*
 - (iii) *Income (gross and net).*
 - (iv) *Expenditure (fixed and flexible).*
 - (v) *Budgeting.*
- (b) *Functions of money*
 - (i) *A measure of standard value.*
 - (ii)

SECTION 3: MANAGING FAMILY RESOURCES (cont'd)

- (iii) *A medium of exchange.*
- (iv) *A store of value or wealth.*
- (v) *A determinant of class in the society (upper, middle, low).*
- (c) *Means by which money is earned.*
 - (i) *For work done.*
 - (ii) *By inheritance.*
 - (iii) *As interest on investments and savings.*
 - (iv) *Gifts.*
 - (v) *Merchandising.*
- (d) *Principles of money management.*

14. Services provided by the following financial institutions:

- (a) commercial banks;
- (b) partnership schemes (credit unions, traditional partnerships);
- (c) building society;
- (d) financial Institutions offering Risk management systems (stock, bonds, insurance – life, property and vehicle);
- (e) statutory trusts and bureaus (housing trust, education loans).

15– 17. Budgeting

- (a) *Reasons for preparing a budget including maximising the efficiency of financial resources through several money management practices.*
- (b) *Factors to consider in preparing a budget.* Examples: individual and family disposable income; list of all current and regular expenses.
- (c) *Preparing a budget for different socio-economic groups to include:*
 - (i) low income family;

SECTION 3: MANAGING FAMILY RESOURCES (cont'd)

- (ii) middle income family;

18– 20. Time and money management by individuals and families:

- (a) the budget plan for basic needs, savings, shopping, leisure and entertainment;
- (b) areas of over-expenditure and under-expenditure;
- (c) consequences of mismanagement of time and money;
- (d) Guidelines for effective management of time and money.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have each student maintain a daily journal in which they log their daily activities and account for the way they use their time and spend their money for at least one week. At the end of the week have each student develop a personal budget and a schedule of activities. Repeat the journaling activity and have students log the successes and challenges they encountered with the implementation of their plans.*
2. *Organise students in groups to plan a series of activities and/or events for a family based on a given profile. For example, a nuclear family with two school age children and one unemployed parent. Students must show effective use of decision making principles and collective family resources.*

SECTION 4: CONSUMERISM

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. understand the concept of consumerism and its implications for the individual and the family;*
- 2. understand the social, economic and environmental factors that influence consumer behaviours;*
- 3. demonstrate an understanding of responsible consumer behaviour.*

SPECIFIC OBJECTIVES

Students should be able to:

- 1. explain the concept of consumerism;*
- 2. discuss the social and economic nature of consumerism;*
- 3. discuss the rights and responsibilities of the consumer;*
- 4. analyse the characteristics of responsible consumer behaviour;*
- 5. explain the factors which influence the purchasing behaviours of individuals and families;*
- 6. discuss factors which determine consumer wants and needs;*
- 7. discuss the advantages and disadvantages of credit for consumer purposes;*
- 8. evaluate different methods of payment;*
- 9. prepare guidelines for wise purchase of basic consumer goods and services;*
- 10. demonstrate responsible consumer behaviour in a given situation.*

CONTENT

1 and 2 Consumerism

- (a)** Meaning of consumerism.
- (b)** Who is a consumer?
- (c)** Definition of goods, services.

SECTION 4: CONSUMERISM (cont'd)

- (d) *Laws governing consumerism.*
- (e) *Consumer protection agencies and organisations for goods and services:*
 - (i) *food;*
 - (ii) *clothing;*
 - (iii) *appliances;*
 - (iv) *furniture.*
- (f) *Meaning of terms used in consumerism to include:*
 - (i) *bulk shopping;*
 - (ii) *credit;*
 - (iii) *co-operative shopping;*
 - (iv) *comparative shopping;*
 - (v) *e-commerce;*
 - (vi) *green consumer;*
 - (vii) *gross weight;*
 - (viii) *guarantee or warranty;*
 - (ix) *impulse buying;*
 - (x) *unit pricing;*
 - (xi) *universal Product Code (UPC);*
 - (xii) *weights and measures.*

3. Rights and responsibilities of a consumer

- (a) *A consumer has the right to:*
 - (i) *accurate information;*
 - (ii) *representation;*

SECTION 4: CONSUMERISM (cont'd)

- (iii) *freedom to choose;*
 - (iv) *safety and protection;*
 - (v) *redress;*
 - (vi) *be heard;*
 - (vii) *satisfaction of basic needs;*
 - (viii) *consumer education;*
 - (ix) *a healthy environment.*
- (b) *Social and ethical responsibilities of consumers:*
- (i) *demonstrate integrity;*
 - (ii) *be respectful;*
 - (iii) *read and follow instructions;*
 - (iv) *proper use of products and services;*
 - (v) *lawfully purchase and obtain goods and services;*
 - (vi) *speak out;*
 - (vii) *inform yourself.*

4. **Consumer behaviour**

- (a) Factors which influence consumer behaviour
- (i) Marketing and advertisement:
 - *marketing strategies used and their influence on the consumer ;*
 - *types of advertisements.*
 - (ii) *Types of shops:*
 - *specialised shops;*
 - *supermarkets;*
 - *discount stores;*

SECTION 4: CONSUMERISM (cont'd)

- open market;
- door-to-door sellers;
- buying over the internet and the telephone;
- using mail-order and catalogue shopping;
- small groceries.

(b) Characteristics of responsible consumer behaviours

(i) *Selection:*

- *the reason/s for buying a product or service;*
- *when to buy the product or service.*

(ii) *Purchase:*

- *making decisions for purchasing; reading and interpretation of advertisement (from printed sources; electronic media, websites, promotional information and activities);*
- *making decision on how the product or service will be purchased.*

(iii) *Consumption:*

- *Using and caring the product or service;*
- *Reading and observing instructions in manuals and on labels.*

(iv) *Post-purchase:*

- *communicating products/services satisfaction and dissatisfaction;*
- *observing procedures for return and redress policies.*

5. Consumer purchasing behaviours

(a) *Personal factors:*

- (i) *stage in the life cycle;*
- (ii) *lifestyle;*
- (iii) *occupation;*

SECTION 4: CONSUMERISM (cont'd)

- (iv) *personality;*
- (v) *self-concept.*
- (b) *Social:*
 - (i) *reference groups;*
 - (ii) *family;*
 - (iii) *role and status;*
 - (iv) *technology.*
- (c) *Cultural:*
 - (i) *types and categories of buyers;*
 - (ii) *buyer's culture;*
 - (iii) *social class;*
 - (iv) *sub-culture;*
 - (v) *values.*
- (d) *Psychological:*
 - (i) *motivation;*
 - (ii) *perception;*
 - (iii) *beliefs;*
 - (iv) *attitudes.*

6. **Consumer wants and needs**

- (a) *Definitions:*
 - (i) *want;*
 - (ii) *need.*
- (b) *Influencing factors:*
 - (i) *goals;*

SECTION 4: CONSUMERISM (cont'd)

- (ii) values;
- (iii) lifestyle;
- (iv) peer pressure;
- (v) effects of advertisement.

7. **Consumer Credit**

- (a) *Types.*
- (b) *Uses.*
- (c) *Features:*
 - (i) *similarities;*
 - (ii) *differences.*
- (d) *Advantages.*
- (e) *Disadvantages.*

8. **Methods of payment**

- (a) Cash.
- (b) Point of Sale (credit card, debit card).
- (c) Layaway plan.
- (d) Hire-purchase.
- (e) *Electronic transfer.*
- (f) *Interest free credit.*

9. **Preparing guidelines for purchasing commonly used consumer goods and services**

Using the social and economic nature of consumerism and the purchasing behaviours of consumers to prepare guidelines for wise purchase of:

- (i) *clothing;*
- (ii) *food (fresh and frozen);*
- (iii) *household furniture;*

SECTION 4: CONSUMERISM (cont'd)

- (iv) *appliances;*
- (v) *electronic equipment and services.*

10. Demonstration of responsible consumer behaviours in given real life situations.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have students prepare advertisements for a product of their choice with a focus on the qualities of good advertisement.*
2. *Organise field trip to agencies or ministries of government that have responsibility for protecting the rights of the consumer and educating consumers on responsible consumer behaviours and other consumer related practices. Have students use the information collected to analyse consumer actions in video clips or real life situations then present their reports (written or oral).*

SECTION 5: MANAGEMENT OF SPECIAL EVENTS

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. understand the principles and processes involved in the planning and execution of special events;*
- 2. understand the roles, responsibilities and etiquette of the management team, host and attendees required for the successful implementation of special events;*
- 3. apply the processes and procedures of event planning to a function of their choice.*

SPECIFIC OBJECTIVES

Students should be able to:

- 1. describe various types of special events in which individuals, families and communities are involved;*
- 2. explain the processes involved in the planning of special events;*
- 3. develop proposals for implementing a special event;*
- 4. explain the roles and functions of host and attendees at a special event;*
- 5. prepare invitations and replies for different types of events;*
- 6. plan and execute a special event;*
- 7. Discuss acceptable social graces at the dining table.*

CONTENT

- 1. Types of special events**
 - (a) Marriage and marriage-related events.*
 - (b) Births and death-related events.*
 - (c) Anniversaries.*
 - (d) Graduations.*
 - (e) Events involving families:*

SECTION 5: MANAGEMENT OF SPECIAL EVENTS (cont'd)

- (i) *secular for example community picnic and fun days;*
 - (ii) *religious or faith-based events.*
- (f) *Sports and entertainment.*

2. Planning special events

- (a) *Defining the objectives.*
- (b) *Determination of the audience including special guests.*
- (c) *Development of the organising team and their role descriptions.*
- (d) *Development of the budget.*
- (e) *Co-ordination of the logistics.*
- (f) *Assessment and follow-up.*

3. Proposals for implementing a special event

Elements of the Proposal:

- (i) *purpose of the event;*
- (ii) *budget and its source (invitation, promotion, marketing, food and drink, advertisement, layout and décor of the venue);*
- (iii) *invitations;*
- (iv) *schedule;*
- (v) *target audience;*
- (vi) *venue (equipment, layout, seating, table setting, decorations);*
- (vii) *evaluation.*

4. Roles and responsibilities of the management team and guests

- (a) *Management team (host, workers, security):*
- (i) *courtesies for guests and attendees;*
 - (ii) *treatment of guests and attendees;*
 - (iii) *dress code and deportment;*

SECTION 5: MANAGEMENT OF SPECIAL EVENTS (cont'd)

- (iv) *layout and décor of venue;*
- (v) *security of attendees and venue.*
- (b) *Guests.*
- (c) *Host.*
- (d) *Staff.*
- (e) *Inclusion of rules of etiquette and social graces. Discussion of what is acceptable behaviour at the dinner table.*

5. Invitations and replies

- (a) *Types:*
 - (i) *formal;*
 - (ii) *informal;*
 - (iii) *electronic.*
- (b) *Format.*
- (c) *Writing formal, informal and electronic invitations and replies.*

6. Managing a special event

- (a) *Guidelines for the planning and management special event. .*
- (b) *Evaluating special events:*
 - (i) *check-lists;*
 - (ii) *reports.*

7. Social Graces

- (a) *Define acceptable social graces at the dining table.*
- (b) *Rules of etiquette and social graces.*
- (c) *Acceptable behaviours especially when dining.*

SECTION 5: MANAGEMENT OF SPECIAL EVENTS (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Engage students in the designing and making of invitations and reply cards using an appropriate format and technology.*
2. *Have students assist in the planning and execution of a special event for the school such as a meeting, prize giving, or luncheon using the guidelines for event planning learnt in class.*

SECTION 6: WORK, CAREERS, EMPLOYMENT OPPORTUNITIES AND LEISURE

GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the importance of work, careers and employment opportunities for optimising family achievement, health and economic well-being;
2. *understand the application of family values and goals to work;*
3. *demonstrate an understanding of the principles and procedure for choosing a career and applying for work;*
4. *understand the importance of leisure as a process and medium for meaningful social interaction, emotional release and improving the quality of life.*

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the meaning, importance, benefits and rewards of work and work ethic to the individual and the family;
2. explain the term “employability skill”;
3. *assess family-related careers;*
4. *examine employment opportunities in family-related careers;*
5. discuss the importance of health to work performance;
6. *prepare a career plan;*
7. *discuss the nature and importance of leisure;*
8. *execute a simple leisure activity.*

CONTENT

1, 2 and 5 Work

- (a) *Meaning of work.*
- (b) *Importance of work: social, health and economic benefits.*
- (c) Benefits to be derived from the cooperative work of family members.

SECTION 6: WORK, CAREERS, EMPLOYMENT OPPORTUNITIES AND LEISURE (cont'd)

- (d) *Rewards of work.*
- (e) *Importance of goals, values, attitudes and health in work and the use of the rewards of work.*
- (f) *Employability skills to include work ethic and human relation skills – punctuality, respect, teamwork, problem- solving and critical thinking, skills, others.*
- (g) *Meaning and importance of 'work ethic'.*

3. Family-related careers

- (a) *Types.*
- (b) *Qualification/requirements.*

4. Family related-employment opportunities

- (a) *Sources.*
- (b) *Qualification/requirements (certification and employability skill or soft skills that enhance employees effectiveness and productivity on the job).*

6. Preparing a career plan

- (a) *Research careers to which students are aspiring (function, matriculation requirements, institutions.*
- (b) *Prepare schedule of post-secondary education/training (commencement, completion, job search, employment).*
- (c) *Identify entrepreneurial opportunities that may lead to self-employment.*

7. Leisure

- (a) *Meaning of leisure.*
- (b) *Importance to the individual and the family.*
- (c) *Types of leisure activities in which families and individuals may be involved.*
- (d) *Seasons for leisure in the Caribbean.*
 - (i) *festivals;*

SECTION 6: WORK, CAREERS, EMPLOYMENT OPPORTUNITIES AND LEISURE (cont'd)

- (ii) *carnivals;*
- (iii) *others.*

8. Strategies for executing of a simple leisure activity using management principles

- (a) Features of leisure activities.
- (b) Value of activities.
- (c) Benefits of using management principles when planning activities.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Organise work attachments to give students authentic exposure to various aspects of work and workplace activities and have them prepare written reports or journals on their learning experiences and observations. Reports should include a comparison of their experiences to the documented standards.*
2. *Create an opportunity for students to prepare for and participate in a job fair and/or career fair/expo that is staged by a tertiary institution and have them journal their experiences and observations. They should prepare a written report, in which they reflect on what they did and what they would change when preparing to participate in similar activities in the future.*
3. *Have students (individually or in teams) apply the management principles to planning an activity or event geared at providing opportunities for social interaction. This may take the form of a class activity. Students are to prepare a meaningful analysis of the benefits of the activity. Activities may include:*
 - (i) *playing an indoor or outdoor game;*
 - (ii) *a creative movement activity (dancing, singing, zumba).*

SECTION 7: HOUSING AND THE ENVIRONMENT

GENERAL OBJECTIVES

On completion of this Section, students should:

1. demonstrate an understanding of the principles and procedures involved in acquiring and making a house liveable and aesthetically pleasing;
2. understand the importance of housing as one of the basic means for achieving the physical and aesthetic well-being of the individual and family;
3. *understand standards relating to building, safety and the environment;*
4. *develop basic and safe housekeeping skills.*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the importance of housing to the family;
2. discuss the features of different types of housing;
3. discuss the means by which housing is acquired by the individual and the family;
4. explain the factors that influence the buying, building or renting of a house;
5. *evaluate* housing factors that contribute to the physical, emotional and aesthetic well-being of the individual and the family;
6. *discuss basic building and environmental standards;*
7. *discuss environmental hazards management practices in the home;*
8. *choose furniture, soft furnishings and decorations for the house;*
9. *employ strategies to save money;*
10. *demonstrate basic housekeeping functions;*
11. *adhere to health and safety rules and guidelines when executing basic housekeeping functions;*
12. *prepare and serve basic sandwiches, desserts and beverages;*

SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

CONTENT

1 and 2. Housing

- (a) Importance of housing to the family
- (b) Types of houses:
 - (i) one storey;
 - (ii) flat or apartment;
 - (iii) condominium;
 - (iv) townhouse.
- (c) Features of:
 - (i) one storey;
 - (ii) flat or apartment;
 - (iii) condominium;
 - (iv) townhouse.

3. Acquiring a house

Methods:

- (a) inheriting;
- (b) purchasing;
- (c) *special gift*;
- (d) renting.

4. Factors affecting building, buying or renting a house

- (a) site/location;
- (b) sustainable amenities;
- (c) neighbourhood;
- (d) *finance/cost*;
- (e) *taste*.

SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

5. Housing factors for individual physical, *emotional* and aesthetic well-being

- (a) layout;
- (b) *space*;
- (c) *lighting and ventilation*;
- (d) *furnishings*;
- (e) *decorative accessories*.

6. **Building and environmental standards**

- (a) *Regional building standards for minimum acceptable level of safety:*
 - (i) *materials (structural – wall, roof, floor, ceiling, stairs, steps, doors);*
 - (ii) *seismic, natural disasters and pest resistance and control.*
- (b) *Environmental standards relating to:*
 - (i) *building designs;*
 - (ii) *building sites;*
 - (iii) *land reclaiming;*
 - (iv) *construction on wetlands;*
 - (v) *eco-friendly materials;*
 - (vi) *regulatory agencies.*
- (c) *Sustainable development:*
 - (i) *definition;*
 - (ii) *importance;*
 - (iii) *practices of sustainable development by families, individuals, community and government.*

SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

7. Environmental Hazards Management in the Home

Types:

- (a) Structural Hazards – home, work and the environment (kitchen, bathroom, bedroom, garden, stairways, slippery floors, faulty electrical wiring and equipment, cluttered floors and walkways, water storage);
- (b) Chemical Hazards – types of hazardous substances and materials used in the home, work and environment. Guidelines for handling and storing hazardous substances and materials;
- (c) Fire hazards – classification of fires and safety guidelines for each class of fire.

8. Choosing, purchasing and arranging furniture, soft furnishing and decorations for the house

- (a) Factors:
 - (i) personal preference (goals and values);
 - (ii) durability (*fabric and other materials*);
 - (iii) cost and payment method (*custom-made or ready-made*);
 - (iv) harmony with existing furniture;
 - (v) size (*space and family*);
 - (vi) materials (wood, fibreglass, plastics, glass, wicker, fabric, leather types and their suitability);
 - (vii) colour, style and finish (*qualities*) with existing furniture;
 - (viii) ergonomics;
- (b) Choosing soft furnishing and decorative accessories:
 - (i) purpose of soft furnishing and decorative accessories;
 - (ii) guidelines for soft furnishing (curtains, *drapes*, cushions, mats, wall hangings);
 - (iii) guidelines for decorative accessories (*paintings, sculptures, mirrors, rugs, carpets, figurines, plants*).

SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

(c) *Factors to consider when arranging furniture:*

- (i) physical layout of room;
- (ii) use;
- (iii) traffic areas;
- (iv) size and shape of furniture.

9. Money saving practices in the home

- (a) *reusing;*
- (b) *refurbishing;*
- (c) *recycling;*
- (d) *repairing.*

10 and 11. Housekeeping functions

- (a) *Guidelines and safety procedures for using cleaning agents (natural and man-made) in the general care and maintenance of the house and furniture.*
- (b) Safety and maintenance procedures for equipment, supplies and materials in the home:
 - (i) *Cleaning:*
 - types of cleaning agents;
 - function of each type of cleaning agent;
 - procedures for applying each type of cleaning agent;
 - storing cleaning agents.
 - (ii) *Dusting:*
 - procedures for dusting.
 - (iii) *Polishing:*
 - procedures for polishing

SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

- (c) Safety features on tools, equipment and appliances:
 - (i) safety guidelines and practices when using and maintaining tools, equipment and appliances;
 - (ii) safe use of household tools, equipment and appliances;
 - (iii) maintenance of household tools, equipment and appliances.
- (d) *Guidelines and safety procedures for cleaning and storing:*
 - (i) table ware (silver, crystal, stainless steel, china, *plastic*);
 - (ii) *flat ware*;
 - (iii) *hollow ware*.
- (e) *Guidelines and safety procedures for table, tray and trolley setting:*
 - (i) table setting for a breakfast, lunch, dinner and buffet;
 - (ii) tray setting for serving visitor, convalescent, a child;
 - (iii) *trolley setting and service*.
- (f) Basic bed making:
 - (i) general;
 - (ii) for the sick;
 - (iii) guidelines and standards for ruffles, mattress pad, fitted sheet, top sheet, corners, blanket, comforter, pillow cases, pillow shams, centre piece (made from towels).
- (g) Making simple table napkin folds using paper and linen napkins.
- (h) Guidelines and standards for making napkin folds.
- (i) Designing and making simple floral arrangements for centrepiece and special events:
 - (i) elements of design (balance, proportion, texture, colour, harmony, focal point, height, width and depth);
 - (ii) making geometric patterns (circle, triangle, crescent, S curve).

SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

- (j) Hygiene practices in the home - rules and guidelines:
 - (i) personal hygiene and grooming;
 - (ii) kitchen hygiene.

12. Preparing and serving basic sandwiches, desserts and beverages

- (a) *Basic sandwiches:*
 - (i) *recipes and standards for a combination of sandwiches using cheese, fresh meats, cured meats and vegetables;*
 - (ii) *types (open-faced, club, rolls, wraps, burgers).*
- (b) *Simple desserts:*
recipes and standards for cupcakes, tarts, plain cakes and fruit-based desserts.
- (c) *Cold beverages:*
recipes and standards for fruit and vegetable-based punches, ades and juices.
- (d) *Hot beverages:*
recipes and standards for coffee, tea, chocolate and cocoa.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have students create models of different types of houses and a draw floor plan for one of the models.*
2. *Have students demonstrate basic housekeeping activities such as bed-making, napkin folding and floral arrangement.*
3. *Have students set table and tray for breakfast, lunch and dinner.*

◆ GUIDELINES FOR SCHOOL-BASED ASSESSMENT

RATIONALE

The School-Based Assessment (SBA) is an integral part of student assessment in the Home Economics syllabus. It is intended to assist students in acquiring certain knowledge and skills that are associated with the subjects. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study in Home Economics, students obtain marks for the competence they develop and demonstrate in undertaking the SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examinations.

The guidelines and samples provided in the syllabus are intended to assist teachers and students in selecting activities that are valid for purposes of SBA. The assessment criteria provided are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students on the SBA and other components of the syllabus.

The School-Based Assessment component of the syllabus will comprise of assignments which integrate the CVQ Level 1 standards. Students will complete assignments which incorporate relevant CVQ Level 1 units. Candidates who successfully complete the CSEC examination will be awarded the CSEC Technical certificate. Where applicable candidates may also be awarded a Statement of Competence with the Units for which they have attained competence for the Level 1 CVQ.

NATURE OF SBA

School Based Assessments should be made in the context of normal practical coursework exercises.

It is not intended that the exercises used for assessment should be artificial and meaningless. The teacher should work with the student and set, conduct and mark a series of assignments in keeping with the guidelines provided by CXC. Teachers should also provide students with feedback on their performance on these assignments. Assessments should be made only after students have been taught the skills and given enough opportunity to develop them.

Sixteen practical assignments over the two year period, or four practical assignments per term, would be considered the minimum number for students to develop their skills and on which to base realistic assessments.



School-Based Assessment will test skills under the Profile Dimension, Practical Skills, a breakdown of which is provided on page **five** of the syllabus. Each candidate is required to keep a workbook containing all practical assignments done over the two-year period prior to the examination. All practical assignments should be dated and an index of the assignments done should be made by the candidates.

Three of these assignments are to be identified for CXC moderation and the marks entered in the form provided.



Those practical assignments assessed for CXC should be clearly indicated along with the marks awarded for each assignment. It is recommended that the first of these practical assignments be

done in the third term of Year One of the course. The second and third practical assignments should be done during Terms One and two respectively, of Year Two of the course.

The first and third practical assignments are to be set and marked exclusively by the teacher using the criteria and mark scheme provided in the syllabus. The SECOND practical assignment will be set by the teacher using criteria provided in the syllabus and assessed jointly by the teacher and a second examiner assigned by the Local Registrar, using the mark scheme provided in the syllabus. The procedures for the joint assessment include provision for prior discussions of task and criteria between the classroom teacher and the second examiner. The SBA form further includes a section to record any significant discrepancy in their perceptions before they record their final independent score for each student.

REPORTING TO CXC

Teachers are NOT required to submit samples of candidates' workbooks unless specifically requested to do so by the Council. Teachers are expected to keep all practical workbooks, for a period of three months subsequent to the release of the results of the examinations. Marks should be submitted to CXC on a yearly basis on the SBA form provided. The forms should be dispatched through the Local Registrar to reach CXC by April 30 of the year of the examination. The SBA form should be completed in duplicate; the original for submission to CXC and the copy to be retained by the school.

Only one form will be required for each subject. The form makes provision for the marks for all three assignments. It carries one column for recording the marks for the first assignment and one for the third assignment. For these assignments, the only marks are those of the classroom teacher. However, there are three columns for the second assignment that will be jointly assessed by the classroom teacher and a second examiner. The first column records the marks awarded by the teacher, the second records the marks awarded by the second examiner and the third records the average of the two marks. These forms will be available on the CXC website.

THE ROLE OF THE SCHOOL

Schools are required to develop an SBA programme that:

1. specifies the various assessment tasks and the assessment criteria and mark scheme for each task;
2. provides a schedule of the tasks designed for the entire course, identifying clearly the three tasks that are to be used for CXC moderation;
3. lists the materials, including quantities and equipment, that will be needed for each candidate to complete the SBA tasks;
4. includes procedures for providing meaningful feedback on each candidate's performance in all assessment tasks;
5. allows for collaboration among teachers to ensure that there is consistency in procedures among all cognate subjects in Home Economics; and
6. maintains records of marks awarded to each student for all assessment tasks in candidates' workbooks.

SELECTING SUITABLE SBA TASKS

*In selecting practical assignments that are suitable for SBA, teachers should be guided by the skills and abilities tested for the Practical Skills profile dimension described on page **five** of the syllabus. Teachers are advised to give assignments during their normal classroom teaching that would test students' ability to:*

1. *collect, display and analyse data gathered through observations;*
2. *apply results obtained from doing practical activities, to new situations;*
3. *test informed guesses, conjectures, hunches, by doing practical activities;*
4. *do practical tasks accurately and economically, with regard to time, energy and other resources; and*
5. *use appropriate tools with dexterity and care.*

In selecting tasks for SBA, teachers should choose those that lend themselves readily to testing these skills and capabilities, noting that one assignment may test either a single skill or a combination of skills. Each syllabus is provided with a list of objectives that may be useful in assisting teachers to develop appropriate SBA assignments. The syllabus also provides Exemplars intended to assist teachers in selecting activities that are valid for the purposes of SBA.

**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
SCHOOL-BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 1**

Assignment 1 is aligned to Produce Basic Floral Arrangements (PS00121) in the CVQ Floral Arrangement Level I (CCPSFA1002) Regional Occupational Standards. Follow health, safety and security procedures (EDECOR0011A) may also be assessed with this assignment.

CANDIDATE: _____ **ASSESSOR:** _____

Elements: Produce Basic Floral Arrangement which includes preparing materials to create basic floral arrangements as well as putting together of basic floral arrangement design.	
Work Activities	Assessment Methods
Your family is hosting a home coming dinner and you have been assigned to the decorating team, responsible for creating an aesthetically appealing environment. Your task is to design and make a simple floral arrangement for a centerpiece.	<ul style="list-style-type: none"> • Practical demonstration • Oral questions • Direct observation • Final product
Underpinning Knowledge and Skills	Range
<ul style="list-style-type: none"> • Purpose and characteristics of the floral arrangement of different shapes • Select quality flowers and plant materials and recognise and deal with defects appropriately • Accurately apply measurements and compare measurement for different types of floral designs • Apply appropriately elements and principles of design (balance, proportion, texture, colour, harmony, focal point, height ,width and depth); in producing basic floral designed • Select and safely use appropriate tools and utensils for the selected floral design • Alternative techniques used to arrange flowers 	<p>Types of Floral Arrangements. Natural design, shaped (round, triangle and oval/oblong) arrangements and contemporary/freestyle designs</p> <p>Flower and plant materials. Flowers, leaves and fillers are fresh, artificial and dry</p> <p>Design. Symmetrical or asymmetrical and show good use of design principles.</p> <p>Tools and utensils. Knife, glue gun, pliers/nipper, scissors, glue stick, ruler, measuring tape</p> <p>Materials. Floral foam, floral tape, stem wire/petal wire</p>
<p>Candidate's Signature: _____ Date: _____</p> <p>Assessor's Signature: _____ Date _____</p> <p>Internal Verifier's Signature: _____ Date _____</p>	

**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
ASSIGNMENT 1**

DIMENSIONS OF COMPETENCY

Assignment 1 is aligned to Produce Basic Floral Arrangements (PS00121) in the CVQ Floral Arrangement Level I (CCPSFA1002) Regional Occupational Standards. Follow Health, Safety and Security Procedures (ECECOR0011A) may also be assessed with this assignment.

WORK ACTIVITY:	
<p>Your family is hosting a home coming dinner and you have been assigned to the decorating team, responsible for creating an aesthetically appealing environment. Your task is to designing and making a simple floral arrangement for a centerpiece.</p>	
TASK SKILLS	TASK MANAGEMENT SKILLS
<p>Student must be able to:</p> <ul style="list-style-type: none"> • obtain instructions on type of floral design to be created and purpose for floral arrangement; • select tools and utensils according to floral design to be created; • select appropriate flower and plant materials, container or base, other materials according to the floral design to be produced; • determine the quantity of flower and plant materials required for floral design; • ensure selected flowers are colour coordinated according to established procedures; • ensure that flowers and plant materials are of a good quality. <p>Put together basic floral arrangements</p> <ul style="list-style-type: none"> • Use tools and utensils safely. • Measure and cut flower and plant materials accurately, while maintaining quality and utilizing materials effectively. • Arrange flower and plant materials according to characteristics of floral design. • Take action to rectify defects in materials as required. • Add any ancillary materials to finishing design. • Ensure the integrity of the design is protected from start to completion. 	<p>Observe that the candidate can:</p> <ul style="list-style-type: none"> • select tools and utensils, flower and plant materials, other materials, base/container for the floral design to be produced; • use tools and utensils safely; • measure and cut flower and plant materials accurately; • arrange flower and plant materials according to characteristics of floral design; • put together a basic floral arrangement ensuring integrity of the design is maintained; • use flowers and plant materials that are of a good quality; • colour coordinate flowers; • perform all tasks according to established procedures; • report problems according to established procedures.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if:</p> <ul style="list-style-type: none"> • nipper is not sharp enough to cut flowers; • cold storage for fresh flowers is unavailable. 	<p>The students can:</p> <ul style="list-style-type: none"> • collect, analyze and organize information; • communication <i>ideas and information</i>; • plan and organise activity; • work with others in a team; • use mathematical ideas and techniques; • solve problems (<i>think critically</i>); • technology skills (<i>use of tools and materials safely</i>); • Use ICT.

Assessor's Signature: _____

Date: _____



KEYCompetent - Range 3 and above
Not Yet Competent - below Range 3**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
ASSIGNMENT 1
ASSESSOR EVALUATION**

Assignment 1 is aligned to Produce Basic Floral Arrangements (PS00121) in the CVQ Floral Arrangement Level I (CCPSFA1002) Regional Occupational Standards

Institution/ Centre: _____

Candidate Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select appropriate tools, equipment and material					
(c) Follow health and safety procedures					
(d) Organize workstation					
2. PROCESS					
(a) Measure and cut flower and plant materials accurately					
(b) Arrange flower and plant materials according to characteristics of floral design					
(c) Put together a basic floral arrangement according to design					
(d) Sequence work flow in logical and efficient manner					
(e) Clean and rearrange the work station at the end of preparation					
3. PRODUCT					
(a) Floral arrangement is presented neatly and attractively,/flowers coordinated					
(b) Suitable for the location and occasions					
(c) In cooperates elements and principles of design					
(d) Appropriate container and accessories used					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with **constant** supervision and **considerable** assistance.
3. Can perform this task with **constant** supervision and **some** assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____



EXEMPLAR - FAMILY RESOURCE MANAGEMENT
SCHOOL-BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 2

Assignment 2 is aligned to Prepare and Clear Table and Service Areas (U12601) In Food and Drink Service Level 1 – Regional Occupational Standards. **Maintain a safe working environment (U00306) may also be assessed in this assignment.**

CANDIDATE: _____ **ASSESSOR:** _____

Elements: Prepare service areas and equipment for table/tray service Prepare customer dining tables for table/tray service	
Work Activities	Assessment Methods
Your school is hosting a graduation banquet and you are put in charge of the food service. Prepare the dining area and arrange a table setting for lunch.	<ul style="list-style-type: none"> • Observation reports • Practical demonstration • Answer to written or oral questions • Personal statements describing how you prepare service areas
Underpinning Knowledge and Skills	Range
<ul style="list-style-type: none"> • Prepare and check dining areas and equipment before service. • Checking menus and promotional items • Maintaining a constant stock of service items • Maintain a clean and clear service area. • Preparing condiments and accompaniments • Handling refuse, waste containers, soiled and un-required service items • Maintaining sufficient stocks of clean service items, condiments and accompaniments • Organisational procedures for maintaining a secure dining environment. • Safety and hygiene regulations • Appropriately use service items: table linen, crockery, cutlery, trays, silverware, glassware, napkins, table decorations 	<ul style="list-style-type: none"> • Service areas. Customer dining areas, trays and trolleys, service preparation areas • Place setting. à la carte menu / table d’hôte menu • Service style. Table, tray and trolley • Service items. Table linen, crockery, cutlery, trays, silverware, glassware, napkins, table decorations, condiments. • Service equipment. Hot plates/warmers, refrigerated units, hot/cold beverage service, utensils, sideboards/side-tables, trolleys, • Condiments and accompaniments. Sugars/sweeteners, prepared sauces/dressings, prepared bread items • Regulations. All legislations, safety and hygiene regulations applicable.
Candidate’s Signature: _____ Date: _____ Assessor’s Signature: _____ Date: _____ Internal Verifier’s Signature: _____ Date: _____	

**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
ASSIGNMENT 2**

DIMENSIONS OF COMPETENCY

Assignment 2 is aligned to Prepare and Clear Table and Service Areas (U12601) In Food and Drink Service Level 1 – Regional Occupational Standards. **Maintain a safe working environment (U00306) may also be assessed in this assignment.**

WORK ACTIVITY:	
Your school is hosting a graduation banquet and you are put in charge of the food service. Prepare the dining area and arrange a table setting for lunch.	
Task Skills	TASK MANAGEMENT SKILLS
<p>Student has to:</p> <p>Prepare service areas and equipment for table/tray service</p> <ul style="list-style-type: none"> • service areas are hygienic, clean and ready for use; • service items are selected, of the appropriate type, are clean, free from damage and in adequate supply; • service equipment is clean, free from damage, correctly located; • condiments and accompaniments are prepared ready for service and selections are appropriate for menu and function; • linen is appropriate, of the required standard and spread according to requirements; • refuse and waste food containers are hygienic, clean and ready for use; • unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary; • all work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organizational procedures; • service area is checked and is clean, free from damage and correctly positioned in line with service style. 	<p>Prepare/ organize/ co-ordinate by:</p> <ul style="list-style-type: none"> • interpret and plan activity; • select tools, equipment and materials; • apply health and safety procedures; • organize work station; • work in a logical and sequential manner within the required time frame; • set table according to procedure; • maintaining sufficient stocks of clean service items, condiments and accompaniments.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if:</p> <ul style="list-style-type: none"> • an equipment develops faults; • there are insufficient supplies of table and service items; • breakage of glassware or flatware. 	<p>The candidate can:</p> <ul style="list-style-type: none"> • collect, analyze and organize information; • communication (<i>communicate with supervisor</i>); • plan and organise activity (<i>equipment, linen cutlery etc.</i>); • use mathematical ideas and techniques (<i>spacing, measuring, proximity</i>); • solve problems (<i>as they arise</i>); • technology skills (<i>dining room equipment</i>).

Assessor's Signature: _____

Date: _____



KEY

Competent - Range 3 and above

Not Yet Competent - below Range 3

**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
ASSIGNMENT 2**

ASSESSOR EVALUATION

Assignment 2 is aligned to Prepare and Clear Table and Service Areas (U12601) In Food and Drink Service Level 1 – Regional Occupational Standards. **Maintain a safe working environment (U00306) may also be assessed in this assignment.**

Institution/ Centre: _____
Candidate Name : _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select Table linens and cutlery					
(c) Select appropriate tools, equipment, serving dishes and materials					
(d) Follow health and safety procedures					
(e) Organize workstation					
2. PROCESS					
(a) Service items are selected and of the appropriate type					
(b) Service items are clean, free from damage and in adequate supply					
(c) Follow appropriate procedures for setting tables					
(d) Demonstrate techniques in preparing dining table and tray					
(e) Condiments and accompaniments are prepared ready for service and selections are appropriate for menu and function					
(f) Linen is appropriate, of the required standard and spread according to the function requirements					
(g) Refuse and waste food containers are hygienic, clean and ready for use					
3. PRODUCT					
(a) Service areas are clean, hygienic and ready for use.					
(b) Service equipment is cleaned and ready for use					
(c) Service area aseptically pleasing					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with constant supervision and considerable assistance.
3. Can perform this task with constant supervision and some assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____



FINAL ASSESSMENT RECORD SHEET

Qualification: _____ Code _____ Title _____
 Institution/ Centre: _____ Centre Number: _____
 Candidate's Name: _____ Candidate's Number: _____
 Cycle Start: _____ End: _____

Unit Code	Element Code	For each item place a tick (✓) to indicate candidate's competence. Where the candidate is not yet competent place a circle (O).																			Underpinning Knowledge & Skills Completed	Critical Employability Skills Completed					
		Performance Criteria Number																									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21					

Note to Assessor: Place an X in the box after the last Performance Criteria Number of each element.

Stamp _____ Assessor Name & Number _____ Assessor Signature/ Date _____ Internal Verifier Name & Number _____ Internal Verifier Signature/ Date _____



Record of Reasonable Adjustment

Assessment Date: _____

Assessor's Name: _____

Assessor's Signature: _____ Date: _____

This table is used by the assessor when there is an adjustment in the prescribed assessment tool given.

Adjustment to Assessment Procedures						
Performance Criteria	Evidence Type	Reason for Adjustment	New Activity Details	Competent	Not Yet Competent	Comments

INSTRUCTIONS FOR TEACHERS

Guidelines for completing Assessment Plan

1. **Unit Code and title(s) assessed** – indicate information such as **Unit Code** and **Unit title** of assessment completed in the standard.
2. **Context of Assessment** refers to – on the job or institution/school, which will be a simulated activity.
3. **Work Activity Assigned** – Assessors should document:
 - task/Activity designed and developed may be integrated to assess several performance criteria in one (1) unit or several units;
 - projects;
 - field trips;
 - all questions and responses;
 - case studies.

All supporting evidence should be attached to the assessment package.

4. **Assessment methods** – Assessors should indicate the assessment methods to be used in conducting the assessments.
5. **Underpinning knowledge and skills** – Assessors should indicate the critical underpinning knowledge and skills related to the unit.
6. **Range, Conditions under which assessment took place**

For example, Occupational Health and Safety requirements
Range of equipment, processes and procedures

Guidelines for Completing the Dimensions of Competency Form

The Dimensions of Competency includes a measurement of all aspects of work performance. The assessment of competency should involve a demonstration of competence in every aspect of the Dimension of Competency, including:

Task Skills:

Identify the various skills required to perform the activity. This can be obtained from examining the performance criteria and range statements

Task Management Skills:

Refer to the ability to manage the various task skills identified

Contingency Management Skills:

Refer to the ability to respond appropriately to irregularities and breakdowns in routine
Employability/Job Role/Environment Skills:

Refer to the need to fulfil the requirements and expectations of the organization. Seven (7) generics skills were identified for this purpose, namely:

- collect, analyse and organise information;
- communicate ideas and information;
- plan and organise activity;
- work with others and in a team;
- use mathematical ideas and techniques;
- solve problems;
- use technology.

The Assessor is required to show how these seven generic skills relate to the activity given.

Guidelines for Completing the Assessor Evaluation Form

The Assessor Evaluation form is used by the assessor to record the outcome of the activity completed.

Institution/ Centre – name of the Training Provider

Candidate Name – name of person being assessed (Use BLOCK letters)

Qualification – the occupational area, code and level should be identified

Unit Competency – indicate specific **unit code** and **Unit Title** from the occupational standards used for the assessment

Each activity given to candidates should be evaluated under three (3) broad headings, namely **planning**, **process** and **product**.

- **PLANNING:** identify all skills required in planning the activity.
- **PROCESS:** involves the assessment of the steps the learners goes through in order to perform the tasks.
- **PRODUCT:** reflects the evaluation of the final outcome expected.

Comment/ Feedback: would include evaluation comments discussed with the candidate.

Rating Scale – the guide listing specific criteria for grading or scoring (rating of 1 – 5 is used).

Key – identifies what value the ratings hold regarding assessment judgments of COMPETENT or NOT YET COMPETENT.

Guidelines for completing Record of Reasonable Adjustment

This form should be completed during the planning stage of the assessment. This is used for candidates who have physical disabilities or impediments and require adjustments in assessments usually done under normal assessment conditions.

Assessment Date – state the date for which the assessment is to be conducted

Assessor's Name – full name required

Assessor's Signature – place your signature after the assessment was conducted

Date – state the date the assessment was conducted

Performance Criteria (PC) – critical outcomes/ steps which have to be achieved and the standard of performance required (Taken directly from the standards)

Evidence Type – refers to evidence required to assess each performance criteria. Minimum of three (3) type of evidence needed for each performance criteria

Reason for Adjustment – state the purpose for the adjustment. For example , candidate has a hearing impairment

New Activity Details – state how the assessment/ activity was altered for the candidate

Competent – state the judgement at the end of the assessment. For example, candidate deemed competent

Not Yet Competent – state the judgement at the end of the assessment

Comments – any feedback given to candidate

Guidelines for completing Final Assessment Record Sheet

Summary of the evidence collected after the candidate has been deemed competent

- The Assessor should complete the form as indicated.
- The **unit code** and **element code** should be named.
- The performance criteria completed should be indicated by a tick (✓) and an (✗) after the last performance criteria number.
- **Range Statement completed** indicated by a tick (✓) – includes all the conditions under which the task must be informed in each unit.
- **Underpinning Knowledge and Skills completed** indicated by a tick (✓) - includes the knowledge and skills required by each performance criteria
- **Critical Employability Skills** should be indicated by a tick (✓) at the end of each unit.

Guidelines for completing Achievement Sheet

The Achievement Sheet is used by the Assessor **to claim** for the CVQ Qualification and unit award/s.

1. The heading of the Achievement Sheet should be filled out by the Assessor, that is, Training Provider, School's Name and Address, Cycle Start and End, and the Assessor Name, Number and Signature.
2. Candidate ID – Use the candidate's CVQ number.
3. Candidates should be listed in alphabetical order. Use block letters. The same order of listing should be followed on both sheets.
4. Candidates' home address should be entered in the address column on one line. The region code of the candidates' address is listed at the bottom of the Achievement Sheet.
5. In the column of **Units Previously Achieved** use the letter NA (not applicable) if units were not previously achieved. If the candidate has previously completed units in the occupational standards, the code and the number/s of the units/s should be recorded.
6. Only if **all** units in the occupational standard have been completed can the full qualification be ticked as **Yes**, if not tick **No**.
7. If all twenty (20) lines have not been used on the Achievement Sheet, then the assessor should draw a line diagonally on the sheet from left to right.
8. The Internal Verifier will sign at the base of the Achievement Sheet after the sampling of the candidate's work has been completed.
9. All pages of the Achievement Sheet should be completed. On all pages of the Achievement Sheet the listing of candidates' names should follow the same order as the first sheet. The units of the Occupational area are identified so that assessors can tick (✓) units completed and indicate an (✗) if units were not completed.
10. The school stamp should be placed at the base of all pages of the Achievement Sheet in the designated space, i.e. "Centre's Stamp". The Principal / Vice Principal should sign adjacent to the school stamp.

Portfolio Development

A portfolio is an organised convenient means of collection and presentation of materials which records and verifies a candidate's learning achievements and relates them to the depth and breadth of work required by each unit of the occupational standards. The depth and breadth of work should include a diversity of exhibits which reflects the following **criteria**:

- Writing, Reading and Comprehension Skills
- Critical Thinking and Problem Solving Skills
- Technology Skills
- Practical Skills
- Teamwork Skills

The outline of the portfolio should include information under the following headings:

- Cover Page
- Title Page
- Table of Contents
- Introduction
- Supporting Evidence (Depth & Breadth of Work)
- Self Assessment/Reflection

Details of EACH Heading

Cover Page

- Name of School
- Occupational Area CVQ Level 1
- Assessors Name
- Candidate's Name
- Year

Title Page

- Caribbean Vocational Qualification
- CVQ Level 1
- Occupational Area
- Year

Table of Contents

- By units
- Number pages

Introduction

- Portfolio of candidate to include personal data, background information on education / training experiences and expectations.

Supporting Evidence

Provides information on the key formative and summative assignments / projects undertaken by the candidates to achieve the performance criteria in each unit on the Occupational Standards. All evidence supplied by the candidate should be reviewed by the assessor using the **criteria given**. **Evidence must be signed and dated on the date of the review by the assessor.**

Suggestions for supporting evidence:

- Written Assignment
- Oral Questions (checklist format)
- Projects
- Work Samples
- Research Assignments

- Fieldtrip reports
- Summative evaluation of practical work
- Digital photographs of candidates performing critical tasks

Self-Assessment/Reflections

Allows candidates to rate their performance against the requirements of the relevant unit/s of competency and allows candidates to reflect in writing whether their expectations have been achieved in the particular occupational area.

Summary

Each candidate in every occupational area *must* prepare a portfolio which will showcase:

- Growth and development of the candidate during the two year period.

Portfolios *must* be kept for evaluation by the Internal Verifier, External Verifier and the Quality Assurance auditor of the Caribbean Examination Council.

RESOURCES

FAMILY AND RESOURCE MANAGEMENT

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- Foster, M. *Learning to Cook*, 2nd Edition. United Kingdom: Heinemann Educational Publishers, 1970.
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- James Moore, T. and Asay, S.M. *Family Resource Management*, 2nd Edition. London: Sage Publications, 2013.
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- McGraw-Hill Education *Managing Life Skills, Student Edition (Creative Living)*. New York: McGraw-Hill Education, 2011.
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- Ryder, V. *Contemporary Living: Instructors Edition*. 12th Edition, Illinois: Goodheart-Wilcox Publisher, 2013.
- Ryder, V and Harter, M.B. *Contemporary Living*. Illinois: Goodheart-Wilcox Publisher, 2010.
- Stewart, T. *Certificate Management of Homes and Families*. Kingston: Carlong Publishers, 1994.

Websites

Introduction to Housing - companion website

http://wps.prenhall.com/chet_hera_introhousing_1/companion

www.learningseed.com videos, CD-ROMS, and other resources for Resource Management

◆ GLOSSARY OF EXAMINATION TERMS

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
account for	Present reason for action or event
annotate	add a brief note to a label
apply	use knowledge of principles to solve problems
assess	present reasons for the importance of particular structures, relationships or process
calculate	arrive at the solution to a numerical problem
classify	divide into groups according to observable characteristics
comment	state opinion or view with supporting reasons
compare	state similarities and differences
construct	use a specific format to make and draw a graph, histogram, pie chart or other representation using data or material provided or drawn from practical investigations, build (for example, a model), draw scale diagram
deduce	make a logical connection between two or more pieces of information; use data to arrive at a conclusion
define	state concisely the meaning of a word or term
demonstrate	show; direct attention to...
describe	provide detailed factual information of the appearance or arrangement of a specific structure or a sequence of a specific process
determine	find the value of a physical quantity
design	plan and present with appropriate practical detail
develop	expand or elaborate an idea or argument with supporting reasons
diagram	simplified representation showing the relationship between components.
differentiate	state or explain briefly those differences between or among items which can be used to define the items or place them into separate categories.

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
discuss	present reasoned argument; consider points both for and against; explain the relative merits of a case
draw	make a line representation from specimens or apparatus which shows an accurate relation between the parts
estimate	make an approximate quantitative judgement
evaluate	weigh evidence and make judgements based on given criteria
explain	give reasons based on recall; account for
find	locate a feature or obtain as from a graph
formulate	devise a hypothesis
identify	name or point out specific components or features
illustrate	show clearly by using appropriate examples or diagrams, sketches
investigate	use simple systematic procedures to observe, record data and draw logical conclusions
label	add names to identify structures or parts indicated by pointers
list	itemise without detail
measure	take accurate quantitative readings using appropriate instruments
name	give only the name of
note	write down observations
observe	pay attention to details which characterise a specimen, reaction or change taking place; to examine and note scientifically
outline	Give basic steps only
plan	prepare to conduct an investigation
predict	use information provided to arrive at a likely conclusion or suggest a possible outcome
record	write an accurate description of the full range of observations made during a given procedure

WORD/TERM **DEFINITION/MEANING**



relate	show connections between; explain how one set of facts or data depend on others or are determined by them
sketch	make a simple freehand diagram showing relevant proportions and any important details
state	provide factual information in concise terms outlining explanations
suggest	offer an explanation deduced from information provided or previous knowledge. (... a hypothesis; provide a generalisation which offers a likely explanation for a set of data or observations.)
test	to find out, following set procedures

◆ **HOME ECONOMICS SYLLABUS**

TEXTILES, CLOTHING AND FASHION

◆ SYLLABUS FOR EXAMINATION IN TEXTILES, CLOTHING AND FASHION

The syllabus for Textiles, Clothing and Fashion is designed to enable candidates to make intelligent decisions about the choice and importance of clothing and other sewn products, to acquire skills that enable them to create textile designs, produce these products and to utilise the acquired skills for employment and leisure.

TOOLS AND EQUIPMENT FOR TEXTILES, CLOTHING AND FASHION LABORATORY

Large Equipment

Domestic sewing machines with cabinets
Computerised sewing machine (optional)
Stools
Domestic sergers, (3, 4 or 5 spool model)
Industrial lockstitch with walking stitch foot attachment and folder attachment (optional)
Industrial sergers
Blind stitch machine (optional)
Chain stitch machine (optional)
Cutting tables
Washer
Dryer
Full length mirrored cabinet
Microscope
Television
VCR/DVD recorder

Small Equipment

Shears
Scissors
Steam irons
Ironing boards
Table press (optional)
Electric rotary cutters (optional)
Manual rotary cutters
Rotary cutter mats
6" hem gauges
Skirt markers
T-squares
Dressmaker's rulers – transparent rulers
Tape measure
French curve ruler

Tracing wheels
Hand sewing needles
Domestic sewing machine needles (variety of sizes)
Industrial sewing needles for machines listed
Wrist pin cushions
Magnets for pins
Leather needle for domestic sewing machine
Twin needles for domestic sewing machine
Shears (6- or 8-inch best handle)
Pinking shears
Scissors (embroidery type)
Appliqué scissors
Craft scissors
Snips
Buttonhole scissors
Buttonhole cutter
Seam rippers
Weights for pattern (2 sets)
Point presser and pounding block
Tailors board
Pressing mitts (large and small)
Point turners
Sleeve boards and extra covers
Seam roll
Needle board
Press cloths
Screwdrivers (Phillips and flat various sizes) (2 sets)
Wrenches (Allen wrench and wire) (1 set)
Tweezers (10)
Iron cleaner
Thimbles
Bodkins
Buttonhole and button gauge
Bias tape maker (variety of sizes)
Fabric shaver
Loop turners
Metal pocket forms

Dress forms (variety of sizes) (male and female)
First aid kit
Machine lint brushes
Tote trays and cabinet for storage
Rack for hanging garments
Heat Source
Stainless Steel Pans
Stirring Rods
Thermometer
Measuring Cups
Plastic Storage Containers
Strainers
Kitchen Scale
Rubber Gloves
Small Mortar and Pestle

SECTION 1: FIBRES, YARNS AND FABRICS

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop a working knowledge of the characteristics of a wide range of textiles and their suitability for fashion design and clothing construction;
2. understand the impact of science and textiles technology on the quality of fibres, yarns and fabric performance;
3. appreciate aesthetic considerations in choosing and working with fibres, yarns and fabrics;

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the importance of textiles;
2. explain terminologies relating to textiles;
3. outline the classification of textile fibres;
4. describe the physical structure and properties of natural and man-made fibres;
5. conduct tests for the analysis of fibres and fabrics;
6. outline the methods of yarn construction;
7. outline the methods of fabric construction;
8. discuss technological developments in fabric construction;
9. discuss the factors to consider when selecting fabrics.

SECTION 1: FIBRES, YARNS AND FABRICS (cont'd)

CONTENT

1. Importance of Textiles

- (a) Meaning of textiles.
- (b) Uses of Textiles (provision of products for household and industrial uses).

2. Textile terminologies

- (a) Fibre (natural, cellulosic, protein, regenerated, synthetic).
- (b) Yarn (simple, ply, cable).
- (c) Cloth, fabric, yarns, blends.
- (d) Microfibers.
- (e) Generic.
- (f) Trade name.
- (g) Textile properties.
- (h) Textile characteristics.

3. Classification of textile fibres

- (a) Sources:
 - (i) natural (Plant and animal);
 - (ii) man-made (regenerated & synthetic)
- (b) According to length:
 - (i) filament;
 - (ii) staple.

4. Physical structure and properties of fibres

- (a) Natural.
- (b) Regenerated.
- (c) Synthetic.

SECTION 1: FIBRES, YARNS AND FABRICS (cont'd)

5. Tests for fibres and fabrics

- (a) Preliminary:
 - (i) visual;
 - (ii) tactile;
 - (iii) burning.
- (b) Confirmatory:
 - (i) microscopic;
 - (ii) chemical solubility.

6. Yarn construction

- (a) Terms:
 - (i) yarn (filament, staple, spun);
 - (ii) count;
 - (iii) denier;
 - (iv) blends and mixtures.
- (b) Types of yarns:
 - (i) simple (single);
 - (ii) plied (2, 3 and 4 ply);
 - (iii) complex;
 - (iv) novelty.
- (c) Methods of yarn construction:
 - (i) spinning;
 - (ii) twisting.

SECTION 1: FIBRES, YARNS AND FABRICS (cont'd)

7. Fabric construction

- (a) Terms:
- (i) warp;
 - (ii) nap;
 - (iii) weft;
 - (iv) grey (greige);
 - (v) selvedge;
 - (vi) rib;
 - (vii) bias;
 - (viii) course;
 - (ix) wale;
 - (x) purl.
- (b) Methods:
- (i) weaving;
 - (ii) bonding;
 - (iii) knitting;
 - (iv) felting.
- (c) Preparing a sample file of fabrics made by each method.

8. Technological developments in fibres and fabrics construction

- (a) New fibres (lyocell).
- (b) Geo-textiles.
- (c) Self-cleaning textiles.
- (d) Medical textiles.
- (e) CAD and CAM designing and construction.

SECTION 1: FIBRES, YARNS AND FABRICS (cont'd)

9. Factors to consider in selecting fabrics

- (a) Purpose.
- (b) Cost.
- (c) Design.
- (d) Fibre properties.
- (e) Care of the fabric.
- (f) Reputation of the sales outlet.
- (g) Labelling information.
- (h) Quality Designation.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Students can prepare a workbook/portfolio to include samples of different types of yarns, fibres and fabrics. Entries are to be carefully labelled with the generic fibre type and trade names, categorised by origin (natural or man-made) and tested by burning or microscopic analysis.*
2. *Organise for students to visit retailers of fabric and sewn products to observe labelling practices and to determine the extent to which they are in keeping with the consumer laws in your territory.*

SECTION 2: TEXTILES COLOURING AND FINISHING

GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the principles of colouring and finishing to make informed decisions on fabrics and clothing choice;
2. develop the ability to create coloured textiles using hand techniques;
3. appreciate the importance of fabric finishing.

SPECIFIC OBJECTIVES

Students should be able to:

1. explain terms relating to colours;
2. identify the colours on the colour wheel;
3. explain the reasons for colouring fabrics;
4. discuss the classification of dyes (natural and synthetic);
5. differentiate among various methods of colour application;
6. use different techniques to apply colours and designs to fabrics;
7. classify fabric finishes based on their functions and performance (preparatory, function and aesthetic);
8. select simple fabric finishes (sizing, soil and stain repellent, permanent press, flame resistance and water repellent).

CONTENT

1. Terms relating to colour

- (a) Colorimeter.
- (b) Prism.
- (c) Value.
- (d) Intensity.

SECTION 2: TEXTILES COLOURING AND FINISHING (cont'd)

- (e) Hue.
- (f) Saturation.
- (g) Neutrals.
- (h) Tints.
- (i) Shades.
- (j) Pastels.

2. The Colour wheel

Identifying colours:

- (a) primary colours;
- (b) secondary colours;
- (c) tertiary colours;
- (d) complimentary;
- (e) cool and warm colours;
- (f) tints;
- (g) shades.

3. Colouring fabrics

Reasons for colouring fabrics:

- (a) to enhance the attractiveness of the fabrics;
- (b) to add value.

4. Classification of dyes

According to sources of dyes:

- (a) natural dyes (plants and animals);
- (b) synthetic.

SECTION 2: TEXTILES COLOURING AND FINISHING (cont'd)

5. Methods of colour application

Characteristics, processes and standards for:

- (a) Dyeing:
 - (i) immersion of fibres into a dye to change the colour;
 - (ii) resist dyeing (tie-dyeing, hot wax – batik, clamping, tirtik, starch paste).
- (b) Printing:
 - (i) block;
 - (ii) screen;
 - (iii) roller.
- (c) Surface techniques:
 - (i) painting;
 - (ii) stenciling;
 - (iii) embroidering;
 - (iv) texturing.

6. Techniques used to apply colours and designs to fabrics

- (a) Using natural dyes (fruits and vegetables) and chemical dyes.
- (b) Methods, guidelines and standards for:
 - (i) resist dyeing (tie-dyeing techniques- spotting, marble, chevron, stitches, and different types of folding);
 - (ii) batik (technique – marbled);
 - (iii) painting;
 - (iv) block printing (using simple templates made from vegetables, cardboard and wood).

SECTION 2: TEXTILES COLOURING AND FINISHING (cont'd)

7 and 8. Fabric finishes

Types of Finishes

- (a) Preparatory:
 - (i) bleaching;
 - (ii) sizing;
 - (iii) singeing.

- (b) Functional or performance uses of:
 - (i) mercerisation;
 - (ii) soil resistant;
 - (iii) stain resistant;
 - (iv) crease resistant;
 - (v) shrink resistant;
 - (vi) flame resistant;
 - (vii) water resistant.

- (c) Aesthetics:
 - (i) sizing;
 - (ii) napping;
 - (iii) calendaring;
 - (iv) crease resistant;

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activity listed below.

Place students in groups to make natural dyes and test their product on white cotton using at least two design application surface techniques along with tie dye and simple batik patterns.

SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS

GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the different kinds of materials, equipment and processes involved in the care and maintenance of textile products;
2. understand the chemical properties of laundry materials, their cleaning process and effects on the environment;
3. develop competencies in the use of various laundry methods used in caring and maintaining textile products.

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss different kinds of laundry materials;
2. discuss different kinds of laundry equipment;
3. explain the properties of soap and detergent;
4. discuss environmental problems relating to the use of soap and detergent;
5. explain the differences between soaps and detergents;
6. use laundry processes and equipment;
7. explain different processes for storing garments and household articles;
8. demonstrate common stain removal techniques;
9. recycle garments and household articles.

CONTENT

1. Laundry materials

(a) Types:

- (i) home-made laundry materials (fruits, vinegar and bicarbonate of soda);

SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS (cont'd)

- (ii) commercially prepared laundry materials (soaps, detergents, bleaches, fabric softeners, water softeners, florescent brightness, starches/ sizing, enzymes).
- (b) Uses of home-made and commercial laundry materials:
 - (i) laundering (bleaching and adding body);
 - (ii) stain removal.
- (c) Choosing laundry materials:
 - (i) factors to bear in mind;
 - (ii) types of laundry materials for washable and non-washable fabrics.

2. Laundry Equipment

- (a) Domestic and commercial equipment:
 - (i) washing – tubs, pans, brushes, scrub boards, washing machines;
 - (ii) clothes dryers;
 - (iii) pressing: irons – dry, steam, spray, steam press, flat ironer; boards – ironing, sleeve, needle, steam roll, tailor's ham; press cloth.
- (b) Factors to consider when Choosing laundry equipment:
 - (i) cost;
 - (ii) family size;
 - (iii) space;
 - (iv) special features.

3. Properties of soap and detergent

- (a) Characteristics of hard water.
- (b) Characteristics of soft water.
- (c) The reaction of soap and detergent to hard and soft water.

SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS (cont'd)

4. Environmental Effects

- (a) Accumulation of soap and detergent in the eco-system.
- (b) Effects on plants and animals.
- (c) Personal responsibility for the environment.

5. Differences between soap and detergent

- (a) Composition of soap and detergent.
- (b) Oxy-soap.
- (c) Low-suds.
- (d) High-suds.
- (e) High efficiency detergent.

6. Using laundry processes and equipment

- (a) Care symbols for:
 - (i) washing;
 - (ii) drying;
 - (iii) pressing and ironing;
 - (iv) dry-cleaning;
 - (v) bleaching.
- (b) Guidelines for:
 - (i) sorting;
 - (ii) pre-treatment (oil, grease and stain removal);
 - (iii) soaking;
 - (iv) washing;
 - (v) drying;
 - (vi) ironing (cotton, linen, silk, wool, acetates, nylon and polyester);

SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS (cont'd)

- (vii) pressing;
- (viii) dry cleaning.

7. Processes involved in storing garments and household articles

- (a) Airing.
- (b) Folding.
- (c) Rolling (linens).
- (d) Hanging.

8. Methods and guidelines for removing

- (a) Blood.
- (b) Oil.
- (c) Ink.
- (d) Fruit juices.
- (e) Tea;
- (f) Coffee.
- (g) Paint.

9. Repairing and Recycling garments and household items

- (a) Repairing:
mending tears and holes, patching.
- (b) Benefits of recycling:
economic, artistic expression, hobby.
- (c) Recycle garments and household articles items.

SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Get students to create a user manual for selected laundry equipment and supplies with appropriate, pictures, drawings, descriptions and simple instructions for use.*
2. *Involve students in a practical stain removal exercise for the following stains: ketchup, mustard, chewing gum, soot, ink.*
3. *Organise for students to visit an established laundry or dry cleaning facility to observe the operations and make comparisons between the procedures they use at home and the ones used in these facilities.*
4. *Have students construct, label, and package recycled garments and household articles (bags, hats, pillow cases). The products are to be displayed showing the before and after pictures and learning points.*

SECTION 4: CLOTHING AND CULTURE

GENERAL OBJECTIVES

On completion of this Section, students should:

1. appreciate the management principles during the process of working with others in effective and family decision making, leadership, development of goals, values, attitudes and conflict resolution;
2. apply the steps of conflict resolution in personal and social activities;
3. develop the ability to choose clothing for individuals and families based on a knowledge of the function of clothes, cultural influences, fibres and textiles;
4. develop an awareness of careers in the clothing and fashion industries;
5. appreciate the cultural outfits of different cultures.

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the management principles in working with others in personal and social life;
2. evaluate ways of resolving conflict while working with others;
3. explain the reasons for choosing clothing;
4. discuss the factors to consider when selecting clothing;
5. discuss the cultural influences of dress on Caribbean people;
6. identify the clothing used in various ceremonial rites and festivals;
7. discuss careers in the clothing and fashion industries.

CONTENT

1. Management Principles

- (a) Planning.
- (b) Organising.
- (c) Motivating.

SECTION 4: CLOTHING AND CULTURE (cont'd)

- (d) Controlling.
- (e) Coordinating.
- (f) Communicating.
- (g) Steps in decision making:
 - (i) identifying the problem and goals to be achieved;
 - (ii) researching the problem and strategies to achieve the goals;
 - (iii) considering the alternatives and consequences of pursuing each alternative;
 - (iv) selecting the most appropriate course of action based on factors such as time, cost and the productive use of available resources.

2. Ways of resolving a conflict – applying the conflict management approaches

- (a) Accommodating.
- (b) Avoiding.
- (c) Collaborating.
- (d) Competing.
- (e) Compromising.
- (f) using the assistance of personnel, institutions and agencies that assist individuals and families:
 - (i) conflict resolution councils;
 - (ii) victim support units.

3. Reasons for choosing clothing

- (a) Functional (protection, identification, cultural, ethic).
- (b) Social.
- (c) Psychological.

SECTION 4: CLOTHING AND CULTURE (cont'd)

4. Factors to consider when selecting clothing:

- (a) Budget.
- (b) Occasion.
- (c) Season.
- (d) Age.
- (e) Figure type.
- (f) Fashion (trendy, classic, conservative).
- (g) Ease and comfort.
- (h) Effects of colour.
- (i) Culture.

5. The influence of different cultures on Caribbean dress

The cultures from which style, features, silhouette and fabrics came:

- (i) African;
- (ii) European;
- (iii) Chinese;
- (iv) Indian.

6. Clothing in ceremonial rites and festivals

Characteristics of garments for:

- (a) weddings;
- (b) funerals;
- (c) worship;
- (d) carnivals;
- (e) other cultural celebrations.

SECTION 4: CLOTHING AND CULTURE (cont'd)

7. Careers in the clothing and textile industries

- (a) Identify Careers:
 - (i) fashion design;
 - (ii) merchandising;
 - (iii) machine operations;
 - (iv) stylist;
 - (v) fashion promotions/ planning and producing fashion shows.
- (b) Roles of employees in the fashion industry:
 - (i) managers;
 - (ii) supervisors;
 - (iii) engineers;
 - (iv) quality control team;
 - (v) fashion designers;
 - (vi) pattern makers;
 - (vii) cutters;
 - (viii) finishers;
 - (ix) machine operators.
- (c) Entry level qualification.
- (d) Opportunities for employment including entrepreneurship.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have students select and mount pictures of clothes appropriate for various occasions that they consider being fashionable. They should track the fashion trends and influences over a stated period and report on their findings.*

SECTION 4: CLOTHING AND CULTURE (cont'd)

2. *Using the factors that should guide clothing choices prepare a picture book of clothing for various occasions, age ranges and figure types and justify why the clothing is suitable for the occasion.*

SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop a working knowledge of the social and economic nature of consumerism;
2. develop a working knowledge of the elements and principles of design that guide the selection of fashion for the individual and household furnishing;
3. appreciate the aesthetic values and creative use of fashion for the individual and household furnishing.

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the social and economic nature of consumerism;
2. explain terminology relating to fashion;
3. examine concepts relating to fashion;
4. discuss the history of fashion;
5. explain the elements of design which should guide the appropriate selection and production of clothing and household furnishing;
6. explain the principles of design that guide the appropriate selection and production of clothing and household furnishing;
7. plan a basic wardrobe for various groups in the family;
8. select soft furnishings for various areas of a house.

CONTENT

1. Consumerism

- (a) Social nature of consumerism
 - (i) Laws governing consumerism.
 - (ii) Agencies responsible for consumerism (government agencies and consumer league).

SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

- (iii) Rights and responsibilities of a consumer:
 - (i) consumer safety and protection laws;
 - (ii) right to accurate information;
 - (iii) freedom to choose;
 - (iv) representational rights;
 - (v) a healthy environment;
 - (vi) consumer education;
 - (vii) redress rights.
- (b) Social and ethical responsibilities of consumers:
 - (i) demonstrate integrity;
 - (ii) be respectful;
 - (iii) managing needs;
 - (iv) managing wants.
- (c) Economic nature of consumerism
- (d) Advertisement:
 - (i) effects on businesses, the manufacturer and the consumer;
 - (ii) types and methods of advertising;
 - (iii) marketing strategies used and their influence on the consumer;
 - (iv) advantages and disadvantages of advertisements.

2. Fashion terminologies

- (a) Dress.
- (b) Style.
- (c) Fashion.
- (d) Ensemble.

SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

- (e) Fad.
- (f) Vogue.
- (g) Silhouette.
- (h) Haute couture.
- (i) Brand name.
- (j) Design.
- (k) Designer.
- (l) Fashion show.
- (m) Catwalk.
- (n) Mass market.
- (o) Classics.
- (p) Figure flattery and illusion.

3. Fashion concepts

- (a) Fashion is an important influence on what we wear and what we think.
- (b) Fashion is always news.
- (c) Fashion has an impact on our face, hair, body shape, clothing style and the aesthetics and comfort of the home.
- (d) Fashion is a big business.
- (e) Fashion is constantly evolving and as a new fashion becomes popular, a new standard of beauty becomes desirable.
- (f) The fashion industry is a network of designers, manufacturers, wholesalers, retailers, researchers, journalists and public relation officers.

4. History of fashion

- (a) The five (5) major silhouettes.
- (b) The influence of these silhouettes on contemporary Caribbean fashion.

SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

5. Elements of design

- (a) Colour.
- (b) Line.
- (c) Shape.
- (d) Texture.
- (e) Preparing sketches and drawings to illustrate the various elements.
- (f) Effects of elements of designs on different figure types.

6. Principles of design

- (a) Rhythm.
- (b) Proportion.
- (c) Balance.
- (d) Emphasis.
- (e) Harmony.
- (f) Preparing photographs, drawings and sketches to illustrate the design principles.
- (g) Effects of elements of the principles of design on different figure types.

7. Wardrobe planning

- (a) Meaning of wardrobe planning.
- (b) Importance.
- (c) Factors to consider in planning a wardrobe.
- (d) Selecting clothing suitable for different occasions (formal, informal, casual) for:
 - (i) children;
 - (ii) teenager;
 - (iii) adults (males and females).

SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

- (e) Selecting accessories for the clothes selected (commercial and those manufactured by students using indigenous materials for example beads, feathers, shells) and make-up where applicable.

8. Soft furnishing

- (a) Definition and uses of soft furnishing.
- (b) Types:
 - (i) drapes;
 - (ii) curtains;
 - (iii) valances;
 - (iv) cushions;
 - (v) covers for small electrical appliances;
 - (vi) throws;
 - (vii) sheets and bedspreads.
- (c) Uses:
 - (i) comfort;
 - (ii) warmth;
 - (iii) aesthetics;
 - (iv) privacy.
- (d) Factors to bear in mind in selecting soft furnishing for different areas of a house:
 - (i) living;
 - (ii) dining;
 - (iii) kitchen;
 - (iv) bedroom;
 - (v) bathroom.
- (e) Factors to consider when selecting accessories.

SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Engage students in activities or projects for them to use indigenous material to create fashion accessories for wear and for the home.*
2. *Assign students the task of preparing a portfolio of soft furnishing (pictures, photographs, sketches) for different areas of the house utilising the principles and the elements of design.*
3. *Assign student the task of creating a flip chart to show the use of the major silhouettes in historical and contemporary fashion. They should use this to guide an oral presentation.*
4. *Arrange for students to design a data gathering instrument to collect information on their visit to the government ministry or agency with special responsibility for educating consumers on protection laws, standards, rights and responsibilities. Have students:*
 - (a) *prepare a comic strip on their experiences as a consumer that has experienced inappropriate behaviour and how it compares with what they learnt;*
 - (b) *create a portfolio on standards labelling and packaging practices for sewn products along with possible designs for labelling and packaging sewn products made in class.*

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop skills in the use of the principles, equipment, tools and materials associated with sketching, drawing and pattern development;
2. understand body measurements and how to take and interpret them for fashion sketching, and pattern development;
3. appreciate the value of history, art, technology and standards in fashion sketching, drawing and pattern development.

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the elements of fashion;
2. classify equipment, tools and supplies used in fashion sketching, drawing and pattern development;
3. discuss measurements required for fashion drawing and pattern development;
4. analyse fashion figures and faces;
5. sketch and draw basic human shapes;
6. apply the principles of fashion sketching and drawing;
7. create different illusions using silhouette, lines and colours;
8. design clothing using the elements and principles of design;
9. apply the principles of pattern development and adaptation.

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

CONTENT

1. Fashion elements

- (a) Design.
- (b) Silhouette.
- (c) Lines.
- (d) Fabric.
- (e) Colour (value).
- (f) Pattern.
- (g) Texture.

2. Equipment, tools and supplies

- (a) Sketching supplies (sketch pad, paper, pencils, chalk).
- (b) Pattern Drafting:
 - (i) marking;
 - (ii) measuring;
 - (iii) shaping.
- (c) Cutting tools (scissors, shears).

3. Measurements for fashion sketching and drawing

- (a) Neck.
- (b) Bodice (centre front, centre back, bust, waist).
- (c) Skirt (waist, hip, length).
- (d) Trousers (waist, hip, inside and outside lengths).
- (e) Sleeve (length, bicep).

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

- (f) Techniques for taking measurements.
- (g) Relationship among the human body, size charts and human proportion.

4. Fashion figures and faces

(Sources: Fashion magazines, fashion texts, online sources, information sheet)

- (a) Features.
- (b) Sizes.
- (c) Types.
- (d) Students' analysis of their own figure types.

5. Sketching and drawing shapes of humans

Bodies of adults and children using:

- (a) principles for muscular and skeletal structures;
- (b) standards for the finished drawings.

6. Principles of fashion sketching and drawing

Manual and Computer Aided Design Means

2-D flat sketches for different garments:

- (a) blouses – neckline, shoulder, armhole, centre back and front, sleeve and cuff;
- (b) skirts – long, short, flared, tiered, gathered, pleated, waistline, hemline;
- (c) dresses – neckline, shoulder, armhole, sleeve details, centre front and back;
- (d) collars – band, shirt, convertible, notched, sailor, shawl, Peter Pan;
- (e) sleeves – cap, puff, kimono, raglan, bishop, bell;
- (f) pants – shorts, straight, capri, bell-bottom;
- (g) pockets – inseam, slash, patch, bound, welt;
- (h) jackets and blazers, vest.

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

7. Creating different illusions using silhouettes, lines and colours

- (a) Meaning of:
 - (i) basic silhouette;
 - (ii) natural silhouette.
- (b) Creating illusion of height, shortness, slenderness.
- (c) Accenting good and poor figure areas.

8. Designing garments using the elements and principles of design

- (a) Incorporating the use of different silhouettes, lines, colours, value, proportion and balance to design garments on fashion figures showing various poses.
- (b) Creating designs for different figure types:
Large bust, slim waistline, slender neck, large and small hips and large abdomen.

9. Pattern development and adaptation

- (a) Pattern markings:
 - (i) cutting line;
 - (ii) notches;
 - (iii) seam line;
 - (iv) arrows;
 - (v) circles;
 - (vi) grain line;
 - (vii) darts;
 - (viii) place on fold;
 - (ix) hemline;
 - (x) easing.

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

- (b) Drafting and cutting basic block patterns:
 - (i) bodice;
 - (ii) skirt;
 - (iii) sleeves.
- (c) Drafting shaped facings for neck and armhole.
- (d) Pattern adaptation principles:
 - (i) compare and determine key measurements;
 - (ii) determine positions for alteration;
 - (iii) press pattern to remove wrinkles;
 - (iv) construct the alterations and secure with pins;
 - (v) make pattern markings.
- (e) Adapting basic block patterns to create different styles for blouse, skirt, sleeve.
- (f) Adapting skirt to shorts.
- (g) Altering patterns using dart manipulation for added fullness:
 - (i) bodice – blouse, shirt;
 - (ii) skirt – A-line, gathers pleats;
 - (iii) sleeve – long, puffed.
- (h) Drafting patterns for selected soft furnishing:
 - (i) curtains;
 - (ii) covers for small electrical appliances;
 - (iii) throws (scatter-cushions);
 - (iv) sheets;
 - (v) table cloths;

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

- (vi) valances;
- (vii) wall hangings;
- (viii) place mats.

Suggested Teaching and Learning Activities

1. *Engage students in a project to create a fashion sketchbook to showcase designs for various occasions with suggested fabric samples for each.*
2. *Assign students to work in pairs to develop measurement charts and record the measurements that would be needed to make a skirt, shirt and pants for each other.*
3. *Have students compare pattern markings on commercial patterns from different companies to determine the similarities and differences.*
4. *Have students adapt a basic pattern for fit for a selected figure.*

SECTION 7: CONSTRUCTION PROCESSES

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop the ability to demonstrate safety and health practices in the sewing laboratory and practices in the management of environmental hazards;
2. develop skills in the use of clothing construction equipment, tools, supplies, processes and techniques;
3. appreciate the value of standards in construction processes.

SPECIFIC OBJECTIVES

Students should be able to:

1. apply health and safety standards in the sewing lab/clothing and textiles workshop;
2. apply environmental hazards management skills;
3. discuss the features, functions and care of tools, equipment and supplies used in the construction of clothing and soft furnishing;
4. classify stitches used in sewing;
5. use sewing equipment, supplies and tools to construct various types of seams;
6. prepare samples using the processes, methods and techniques used in clothing construction;
7. apply processes, methods and techniques in clothing production;
8. construct soft furnishing.

CONTENT

1. Health and safety in the sewing laboratory

(a) Health and safety standards

- (i) Occupational Health and Safety (OHS) Standards (requirement) to include personal safety.

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (ii) School building standards (safety). Safety drills, entrance and exist, muster points of safety in the school environment, location of fire extinguishers, use of the fire extinguishers.
- (iii) Environmental pollution laws and agencies.
- (iv) Laboratory health and safety practices/awareness of potential safety hazards.
- (v) ISO standards.

2. Environmental hazards management

- (a) Types:
 - (i) structural hazards – slippery floors, faulty electrical wiring and equipment, cluttered floors and walkways;
 - (ii) chemical hazards.
- (b) Applying First Aid:
 - (i) definition of First Aid;
 - (ii) treating common injuries (minor burns and scalds).

3. Construction equipment, tools and supplies

- (a) Sewing Equipment:
 - (i) factors to consider in choosing a sewing machine;
 - (ii) types and features of domestic and industrial sewing machines;
 - (iii) parts and controls;
 - (iv) needle types and sizes;
 - (v) accessories (stitching and controlling).
- (b) Using the sewing machine:
 - (i) rules and guidelines for operating the sewing machine;
 - (ii) recognising faults;
 - (iii) correcting faults.

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (c) Caring and maintaining the sewing machine:
 - (i) cleaning;
 - (ii) oiling;
 - (iii) storing;
 - (iv) general service.
- (d) Sewing Tools:
 - (i) measuring;
 - (ii) marking;
 - (iii) cutting and trimming;
 - (iv) punching;
 - (v) use, care and storage of sewing tools;
 - (vi) health and safety aspects relating to sewing equipment, tools and supplies.
- (e) Supplies:
 - (i) fabrics;
 - (ii) sewing kit;
 - (iii) notions;
 - (iv) embellishment (tassels, ribbons, fringe, tape, braids, lace, sequins);
 - (v) fastenings (where edges meet, where edges overlap).

4. Stitches

- (a) Classification:
 - (i) temporary (basting, running, tailors tacking and thread marking);
 - (ii) permanent (back stitch, button hole stitch);
 - (iii) decorative (satin, blanket, French knot, cross stitch and chain stitch).

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (b) Uses.
- (c) Standards for finished stitches.

5. Seams and seam finishes

- (a) Definition of a seam.
- (b) Types of seams and their uses:
 - (i) plain/open;
 - (ii) french seam;
 - (iii) double stitched.
- (c) Factors to bear in mind in choosing seams.
- (d) Rules and guidelines for constructing seams.
- (e) Definition of a seam finish.
- (f) Types of seam finishes:
 - (i) turned and stitched;
 - (ii) hand-overcast;
 - (iii) zig-zagged;
 - (iv) pinked.
- (g) Rules and guidelines for constructing seam finishes.
- (h) Standards for the finished products.

6. Processes, methods and techniques used in clothing construction

- (a) Methods of controlling fullness
 - (i) Darts:
 - (ii) straight;
 - (iii) contour.

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (iv) Pleats:
 - knife;
 - box;
 - inverted.
 - (v) Gathering.
 - (vi) Shirring.
 - (vii) Smocking.
 - (viii) Easing.
 - (ix) Rules and guidelines for constructing darts, pleats, tucks, gathers, shirring and smocking.
 - (x) Standards for the finished products.
- (b) Collars
- (i) Types:
 - flat;
 - rolled;
 - stand.
 - (ii) Factors to bear in mind in choosing collars.
 - (iii) Guidelines for constructing and attaching collars.
 - (iv) Standards for the finished products.
- (c) Raw edges
- (i) Methods of finishing raw edges to hems:
 - binding;
 - piping;
 - casing.

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (ii) Factors to bear in mind in choosing finishing for raw edges.
- (iii) Guidelines and rules for applying the different methods of finishing raw edges.
- (iv) Standards for the finished products.
- (d) Facings
 - (i) Uses
 - (ii) Types:
 - shaped facing;
 - straight facing.
 - (iii) Factors to bear in mind in choosing facings.
 - (iv) Guidelines and rules for preparing and applying facings.
 - (v) Standards for the finished products.
- (e) Waist finishes
 - (i) Uses.
 - (ii) Types:
 - elasticised waistband;
 - faced and shaped waistbands;
 - straight waist bands.
 - (iii) Factors to bear in mind in choosing waist finishes.
 - (iv) Guidelines and rules for applying waist finishes.
 - (v) Standards for the finished products.
- (f) Openings
 - (i) Definition of an opening.

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (ii) Types:
 - continuous wrap;
 - placket with a band;
 - faced slit;
 - bound slit.
 - (iii) Factors to bear in mind in choosing openings.
 - (iv) Guidelines and rules for constructing openings.
 - (v) Standards for the finished products.
- (g) Fastenings
- (i) Types:
 - fastenings where edges meet (loops and buttons; hooks and eyes or loops, zipper, eyelets and laces);
 - fastenings where edges overlap (buttons and button holes, press studs, velcro).
 - (ii) Factors to bear in mind in choosing fastenings.
 - (iii) Guidelines and rules for inserting and attaching fastenings.
 - (iv) Standards for the finished products.

7. Applying construction processes in clothing and sewn product development

- (a) Preparing fabrics for cutting:
 - (i) straighten fabric ends by tearing, drawing a thread or cutting on a prominent line (except fabrics with permanent heat-finish);
 - (ii) grain fabric;
 - (iii) pre-shrink fabric;
 - (iv) press fabric.
- (b) Handling fabrics requiring special treatment (knit, plaids and stripes, floral designs and patterns):

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (i) estimation of the amount of fabric needed;
 - (ii) direction for laying out fabric on pattern;
 - (iii) cutting.
- (c) Constructing and fitting basic garments (skirts, blouses, shorts):
- (i) construction guidelines and standards;
 - (ii) constructing stitches, seams and seam finishes, applying facings, openings and waist finishes (elasticised waistbands, faced and shaped waistbands, straight waistbands).
- (d) Constructing and applying pockets:
- (i) patch;
 - (ii) inseam.
- (e) Constructing and inserting sleeves:
- (i) set-in;
 - (ii) puffed;
 - (iii) kimono.
- (f) Constructing and attaching collars:
- (i) flat;
 - (ii) rolled;
 - (iii) convertible;
 - (iv) mandarin or neck band;
 - (v) Peter pan.
- (g) Finishing raw edges.
- (h) Pressing and ironing (safety aspects as it relates to iron and ironing board).
- (i) Selecting and using appropriate support fabrics:
- (i) interfacing;

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (ii) linings;
- (iii) shoulder pads.

8. Constructing soft furnishing using patterns developed in Section 6

- (a) Estimating the amount of fabric for:
 - (i) curtains;
 - (ii) covers for small electrical appliances;
 - (iii) throws (scatter-cushions);
 - (iv) sheets;
 - (v) table cloths;
 - (vi) valances;
 - (vii) wall hangings;
 - (viii) place mats;
 - (ix) runners;
 - (x) tissue holders;
 - (xi) tissue box covers.
- (b) Selecting suitable notions and embellishments.
- (c) Guidelines and rules for constructing soft furnishings (sew and no-sew techniques).
- (d) Standards for the finished products.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have students prepare PowerPoint presentations on issues of leveraging Caribbean clothing, fashion and textiles industries to include regional and global collaborations/associations within the Textiles, Clothing and Fashion industries. This can be used to guide presentations to the class.*

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

2. *Have students prepare a sample portfolio of construction processes. These should be used as artefacts for a mini display.*
3. *Organise work attachments to give students authentic exposure to various aspects of garment production and have them prepare samples to include in their portfolio of construction processes to show what they learnt along with PowerPoint presentations to compare their observations and learning experiences with the documented standards.*
4. *Invite resource persons to conduct guest lectures on safety practices to be observed when using sewing machines, cutting and pressing tools as well as to demonstrate appropriate first aid responses. Students should prepare a first aid kit and questions on first aid responses in preparation for the guest lecture.*
5. *Students can evaluate commercially made garments and household articles to see how they compare with similar garments made by a dressmaker/tailor. They should document their recommendations to the manufacturing company or the dressmaker or tailor.*

◆ GUIDELINES FOR SCHOOL-BASED ASSESSMENT

RATIONALE

The School-Based Assessment (SBA) is an integral part of student assessment in the Home Economics syllabus. It is intended to assist students in acquiring certain knowledge and skills that are associated with the subjects. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study in Home Economics, students obtain marks for the competence they develop and demonstrate in undertaking the SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examinations.

The guidelines and samples provided in the syllabus are intended to assist teachers and students in selecting activities that are valid for purposes of SBA. The assessment criteria provided are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students on the SBA and other components of the syllabus.

The School-Based Assessment component of the syllabus will comprise of assignments which integrate the CVQ Level 1 standards. Students will complete assignments which incorporate relevant CVQ Level 1 units. Candidates who successfully complete the CSEC examination will be awarded the CSEC Technical certificate. Where applicable candidates may also be awarded a Statement of Competence with the Units for which they have attained competence for the Level 1 CVQ.

NATURE OF SBA

School Based Assessments should be made in the context of normal practical coursework exercises.

It is not intended that the exercises used for assessment should be artificial and meaningless. The teacher should work with the student and set, conduct and mark a series of assignments in keeping with the guidelines provided by CXC. Teachers should also provide students with feedback on their performance on these assignments. Assessments should be made only after students have been taught the skills and given enough opportunity to develop them.

Sixteen practical assignments over the two year period, or four practical assignments per term, would be considered the minimum number for students to develop their skills and on which to base realistic assessments.

School-Based Assessment will test skills under the Profile Dimension, Practical Skills, a breakdown of which is provided on page **five** of the syllabus. Each candidate is required to keep a workbook containing all practical assignments done over the two-year period prior to the examination. All practical assignments should be dated and an index of the assignments done should be made by the candidates.

Three of these assignments are to be identified for CXC moderation and the marks entered in the form provided.



Those practical assignments assessed for CXC should be clearly indicated along with the marks awarded for each assignment. It is recommended that the first of these practical assignments be done in the third term of Year One of the course. The second and third practical assignments should be done during Terms One and two respectively, of Year Two of the course.

The first and third practical assignments are to be set and marked exclusively by the teacher using the criteria and mark scheme provided in the syllabus. The SECOND practical assignment will be set by the teacher using criteria provided in the syllabus and assessed jointly by the teacher and a second examiner assigned by the Local Registrar, using the mark scheme provided in the syllabus. The procedures for the joint assessment include provision for prior discussions of task and criteria between the classroom teacher and the second examiner. The SBA form further includes a section to record any significant discrepancy in their perceptions before they record their final independent score for each student.

REPORTING TO CXC

Teachers are NOT required to submit samples of candidates' workbooks unless specifically requested to do so by the Council. Teachers are expected to keep all practical workbooks, for a period of three months subsequent to the release of the results of the examinations. Marks should be submitted to CXC on a yearly basis on the SBA form provided. The forms should be dispatched through the Local Registrar to reach CXC by April 30 of the year of the examination. The SBA form should be completed in duplicate; the original for submission to CXC and the copy to be retained by the school.

Only one form will be required for each subject. The form makes provision for the marks for all three assignments. It carries one column for recording the marks for the first assignment and one for the third assignment. For these assignments, the only marks are those of the classroom teacher. However, there are three columns for the second assignment that will be jointly assessed by the classroom teacher and a second examiner. The first column records the marks awarded by the teacher, the second records the marks awarded by the second examiner and the third records the average of the two marks. These forms will be available on the CXC website.

THE ROLE OF THE SCHOOL

Schools are required to develop an SBA programme that:

1. specifies the various assessment tasks and the assessment criteria and mark scheme for each task;
2. provides a schedule of the tasks designed for the entire course, identifying clearly the three tasks that are to be used for CXC moderation;
3. lists the materials, including quantities and equipment, that will be needed for each candidate to complete the SBA tasks;
4. includes procedures for providing meaningful feedback on each candidate's performance in all assessment tasks;
5. allows for collaboration among teachers to ensure that there is consistency in procedures among all cognate subjects in Home Economics; and

6. maintains records of marks awarded to each student for all assessment tasks in candidates' workbooks.

SELECTING SUITABLE SBA TASKS

*In selecting practical assignments that are suitable for SBA, teachers should be guided by the skills and abilities tested for the Practical Skills profile dimension described on page **five** of the syllabus. Teachers are advised to give assignments during their normal classroom teaching that would test students' ability to:*

1. *collect, display and analyse data gathered through observations;*
2. *apply results obtained from doing practical activities, to new situations;*
3. *test informed guesses, conjectures, hunches, by doing practical activities;*
4. *do practical tasks accurately and economically, with regard to time, energy and other resources; and*
5. *use appropriate tools with dexterity and care.*

In selecting tasks for SBA, teachers should choose those that lend themselves readily to testing these skills and capabilities, noting that one assignment may test either a single skill or a combination of skills. Each syllabus is provided with a list of objectives that may be useful in assisting teachers to develop appropriate SBA assignments. The syllabus also provides Exemplars intended to assist teachers in selecting activities that are valid for the purposes of SBA.

EXEMPLAR - TEXTILES, CLOTHING AND FASHION
CSEC SCHOOL BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 1

Assignment 1 is aligned to Apply Batik (PS00032) and Cost and Market Textile Items (PS00033) in the CVQ Fabric Design Level I (CCPSFD1004) Regional Occupational Standards. Follow Health, Safety and Security Procedures (ECECOR0011A), Perform Block Printing (PS00026) and may also be assessed with this assignment.

CANDIDATE: _____ **ASSESSOR:** _____

Elements: Use tools and equipment for batik Prepare and apply wax to textile Prepare wood block (tjap) for wax application Perform one colour dye process and dewax Perform two or more colour dye processes and dewax	
Work Activities	Assessment Methods
You are preparing to enter a regional textile colouring competition which is being themed “diversifying personal style with splashes of colour”. Choose a local celebrity or professional as your client. Create fabric designs that are uniquely coloured and priced to suit your client with natural dyes and three surface techniques.	<ul style="list-style-type: none"> Practical demonstration Oral questions Direct observation Final product Presentation to client to justify choices made for him/her
Underpinning Knowledge and Skills	Range
<ul style="list-style-type: none"> Safety precautions associated with the use of equipment/materials, dyes and wax Differences between paraffin and bees wax; hardwood and softwood Melting and testing the readiness of wax Technique for applying hot wax with brush Tjanting tool (parts, filling procedure, use) Applying wax to fabric, and printing wax with tjap Alternatives to using tjaps, e.g., string design on wood block, kitchen items Preparing dye bath for cold water dyeing Dyeing waxed textile, rinsing, drying textile and removal of excess wax Apply appropriate clean up techniques 	<ul style="list-style-type: none"> Techniques. brush, line resistance, wood block Tools/Equipment. Brushes, Tjanting tool, Woodblock (tjap), Print pad Brushes, Tjanting tool, Woodblock (tjap), Print pad, Hotplate (thermostat regulated), Stoves, foam roller, printing blocks. Preparing Dye Bath. Dip dye, vat/submerging, hand application Wax application methods tjanting, splash, brush strokes, block Wax removal methods hot iron, water, detergent Dye setting methods Steam, batch, heat Design layout and pattern. Batik (Brick, Half drop, Engineered or compositional); Block (Set, All over and Engineered)
Candidate’s Signature: _____ Date: _____	
Assessor’s Signature: _____ Date _____	
Internal Verifier’s Signature: _____ Date _____	

EXEMPLAR - TEXTILES, CLOTHING AND FASHION
ASSIGNMENT 1

DIMENSIONS OF COMPETENCY

Assignment 1 is aligned to Apply Batik (PS00032), Cost and Market Textile Items (PS00033) in the CVQ Fabric Design Level I (CCPSFD1004) Regional Occupational Standards. Follow Health, Safety and Security Procedures (ECECOR0011A), Perform Block Printing (PS00026) and may also be assessed with this assignment.

WORK ACTIVITY:	
<p>You are preparing to enter a regional textile colouring competition which is being themed “diversifying personal style with splashes of colour”. Choose a local celebrity or professional as your client. Create fabric designs that are uniquely coloured and priced to suit your client with natural dyes and three surface techniques.</p>	
TASK SKILLS	TASK MANAGEMENT SKILLS
<p>Student must be able to:</p> <ul style="list-style-type: none"> • select required tools, equipment and material for creating designs; • prepare and apply wax and dyes according to industry standards to achieve desired results; • apply appropriate clean-up and finishing techniques; • appropriately clean and store tools, equipment and material; • adhere to required safety standard; • report problems according to established procedures; • estimate cost of material and labour required to produce item; • determine price for profit based on industry practices (channel of distribution, competitors, customer requirements); • labels and packages items for sale. 	<p>Observe that the candidate can</p> <p>Prepare/ organize/ co-ordinate by:</p> <ul style="list-style-type: none"> • interpret and plan activity; • select tools, equipment and materials; • apply health and safety procedures; • organize work station; • work in a logical and sequential manner within the required time frame.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if:</p> <ul style="list-style-type: none"> • an equipment develops faults; • there are insufficient tools and equipment. 	<p>The students can:</p> <ul style="list-style-type: none"> • collect, analyze and organize information; • communication <i>ideas and information</i>; • plan and organise activity; • work with others in a team; • use mathematical ideas and techniques; • solve problems (<i>think critically</i>); • technology skills (<i>use of tools and materials safely</i>); • <i>use ICT</i>.

Assessor’s Signature: _____

Date: _____

EXEMPLAR - TEXTILES, CLOTHING AND FASHION

ASSIGNMENT 1

ASSESSOR EVALUATION

Assignment 1 is aligned to Apply Batik (PS00032), Cost and Market Textile Items (PS00033) in the CVQ Fabric Design Level I (CCPSFD1004) Regional Occupational Standards. Follow Health, Safety and Security Procedures (ECECOR0011A), Perform Block Printing (PS00026) and may also be assessed with this assignment.

Institution/ Centre: _____

Candidate's Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select appropriate tools, equipment and material in the correct quantities					
(c) Follow health and safety procedures in organizing workstations and creating designs					
(d) Show accuracy in creating and modifying the colour wheel					
(e) Prepare fabric for surface techniques being used					
(f) Prepare fabric for resist dyeing					
2. PROCESS					
(a) Exhibit dexterity in use of surface techniques					
(b) Demonstrate colour mixing and application skill					
(c) Create surface designs using tools and equipment appropriately					
(d) Prepare waxes according with approved formula and procedures					
(e) Print textile to create approved design layout and pattern					
(f) Approved finishing techniques used to complete designs					
3. PRODUCT					
(a) Neatness of surface techniques and dyeing skills					
(b) Apply design principles (proportion, balance, harmony, colour)					
(c) Items appropriately labelled according to industry standards					
(d) Items appropriately packaged/displayed according to industry standards					
(e) Item priced to for profit					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with **constant** supervision and **considerable** assistance.
3. Can perform this task with **constant** supervision and **some** assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____

EXEMPLAR - TEXTILES, CLOTHING AND FASHION
CSEC SCHOOL BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 2

Assignment 2 is aligned to Finish Work (ATAGAR0241A), Perform simple cut work (ATAGAR0541A) and Press work (ATAGAR0601A) in the CVQ Garment Production Level 1 (CCATA10105) Regional Occupational Standards. Follow health, safety and security procedures (THHCOR0021B) and Perform minor maintenance (ATAGAR0521A) may also be assessed in this assignment.

CANDIDATE: _____ **ASSESSOR:** _____

<p>Elements: (ATAGAR0241A)</p> <ul style="list-style-type: none"> • Prepare workstation • Finish work • Despatch assembled garments • Implement workplace health and safety practices 	<p>Elements: (ATAGAR0541A)</p> <ul style="list-style-type: none"> • Prepare work area • Set up and service cutting equipment • Cut work • Identify poor cutting equipment performance • Dispatch cut work • Implement workplace health and safety practice 	<p>Elements: (ATAGAR0601A)</p> <ul style="list-style-type: none"> • Prepare workstation • Prss work 	
Work Activities		Assessment Methods	
<p>You are a small entrepreneur preparing a pitch to a local music celebrity. You would like to make three appearances in your designs at the upcoming celebrity’s summer tour across Europe. Create a professional portfolio to include at least one outfit that you will use to convince him/her that you understand your role as a stylist and you are the best person for the job.</p>		<ul style="list-style-type: none"> • Observation reports • Practical demonstration • Answer to written or oral questions 	
Underpinning Knowledge and Skills		Range	
<ul style="list-style-type: none"> • Relevant OH&S practices, policies and procedures. • Characteristics of typical fabrics and other materials used in garment assembly. • Quality standards and garment handling procedures. • Safety and environmental aspects of relevant organization processes. • Correct sequencing of components. • Required finishing procedures. • Industry and product processes and equipment. • Workplace procedures. • Reporting procedures. • Set up safe work area. • Maintain good housekeeping practices • Complete all required finishing operations. • Report and/or deal with faults appropriately. • Maintain accurate records. • Communicate effectively within the workplace. 		<ul style="list-style-type: none"> • All legislations, safety and hygiene regulations applicable. • Work in groups under supervision • Adhere to health and safety procedures in executing tasks in keeping with industry standards to include ergonomics, rest breaks, personal protective wear and equipment safety. • Work in small business situations to include completing a sequence related to finishing garments. • Completed garment must be appropriately finished, labelled and quality checked in keeping with industry standards • Finishing operations may involve: <ul style="list-style-type: none"> - clipping; - checking; - spotting; - sorting; 	

<ul style="list-style-type: none"> • Apply defined or established procedures. • Receive and/or document and transfer information. • Maintaining standards. • Completing tasks. • Identifying improvements. • Applying safety precautions relevant to the task. • Show evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> • Hazard policies and procedures including codes of practice. • Job procedures and work instructions. • Quality procedures (where existing). • Security procedures. • Waste, pollution and recycling management processes. • Action taken promptly, accidents and incidents reported in accordance enterprise procedures. • Recognise and adapt appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others. • Work systematically with attention to detail without damage to goods, equipment or personnel. • Pressing procedures and equipment required to execute tasks based on fabric and other materials used in garment assembly. • Complete tasks in keeping with industry specifications. • Cut, assemble, handle, receive, press and finish garments in keeping with small and large scale industry practices. • Procedures and guidelines for the safe operation of machines. • Read and interpret technical specifications, manuals for cutting and pressing tools and equipment and sewing machines. 	<ul style="list-style-type: none"> - turning; - attaching swing tickets/labels. <ul style="list-style-type: none"> • Standard work practice including the storage, safe handling and disposal of chemicals. • Report flaws and construction faults, verbally or in writing, in keeping with organizational practice. • Maintain work quality. • Maintain a clean, clutter free work station (clean as you go). • Press as you sew garment in keeping with fabric pressing instructions. • Appropriate use and minor maintenance of pressing tools and equipment. • Cutting techniques specific to fabric and other materials in preparation for garment assembly. • Provide service in keeping with legislation and other industrial contexts.
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Candidate's Signature: _____ **Date:** _____

Assessor's Signature: _____ **Date** _____

Internal Verifier's Signature: _____ **Date** _____

EXEMPLAR - TEXTILES, CLOTHING AND FASHION
ASSIGNMENT 2

DIMENSIONS OF COMPETENCY

Assignment 2 is aligned to Finish Work (ATAGAR0241A), Perform simple cut work (ATAGAR0541A) and Press work (ATAGAR0601A) in the CVQ Garment Production Level 1 (CCATA10105) Regional Occupational Standards. Follow health, safety and security procedures (THHCOR0021B) and Perform minor maintenance (ATAGAR0521A) may also be assessed in this assignment.

WORK ACTIVITY:	
<p>You are a small entrepreneur preparing a pitch to a local music celebrity. You would like to make three appearances in your designs at the upcoming celebrity's summer tour across Europe. Create a professional portfolio to include at least one outfit that you will use to convince him/her that you understand your role as a stylist and you are the best person for the job.</p>	
Task Skills	TASK MANAGEMENT SKILLS
<p>Student must be able to:</p> <ul style="list-style-type: none"> • attach correct components to garments and articles; • complete a sequence of related finishing operations; • apply basic cutting, pressing and assembly techniques in uncomplicated situations; • apply workplace health and safety policies in executing tasks; • check work against work specifications, pattern, pressing and cut instructions and quality standards; • adhere to work procedures and practice in checking machine performance and undertake minor adjustments; • operate marking, cutting, pressing tools and equipment correctly; • operate machines correctly; • ensure finished garment meets specifications; • deal with faults appropriately; • maintain accurate records. 	<p>Prepare/ organize/ co-ordinate by:</p> <ul style="list-style-type: none"> • Interpret and plan activity • Select tools, equipment and materials • Apply health and safety procedures • Organize work station • Work in a logical and sequential manner within the required time frame
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if:</p> <ul style="list-style-type: none"> • an equipment develops faults; • there are insufficient supplies of table and service items; • there is a power outage. 	<p>The candidate can:</p> <ul style="list-style-type: none"> • collect, analyze and organize information; • communication (<i>communicate with supervisor</i>); • plan and organise activity (<i>equipment, linen cutlery etc.</i>); • use mathematical ideas and techniques (<i>spacing, measuring, proximity</i>); • solve problems (<i>as they arise</i>); • technology skills (<i>dining room equipment</i>).

Assessor's Signature: _____

Date: _____

KEY Competent - Range 3 and above Not Yet Competent - below Range 3
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**EXEMPLAR - TEXTILES, CLOTHING AND FASHION
ASSIGNMENT 2**

ASSESSOR EVALUATION

Assignment 2 is aligned to Finish Work (ATAGAR0241A), Perform simple cut work (ATAGAR0541A) and Press work (ATAGAR0601A) in the CVQ Garment Production Level 1 (CCATA10105) Regional Occupational Standards. Follow health, safety and security procedures (THHCOR0021B) and Perform minor maintenance (ATAGAR0521A) may also be assessed in this assignment.

Institution/ Centre: _____
Candidate's Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select appropriate tools, equipment and materials					
(c) Follow health and safety procedures					
(d) Organize workstation					
(e) Draft a job description					
(f) Prepare structure for inspiration board					
2. PROCESS					
(a) Demonstrate understanding of culture, fashion trends, industry and personal taste influence personal style through sketches					
(b) Demonstrate styling skills					
(c) Demonstrate an understanding of the factors to result in the final choice in wardrobe					
(d) Working sketch accurately done and properly labeled					
(e) Design details visible on sketch					
(f) Fabric selection appropriate for design					
(g) Markings appropriately transferred					
(h) Garment pieces assembled in accordance with pattern specifications					
(i) Garment pressed in accordance with requirements					
(j) Garment fitting done as required and modifications determined					
(k) Garment finished to meet specifications and appropriate labels attached					
3. PRODUCT					
(a) Neatness of vision board					
(b) Design principles applied (proportion, balance, harmony, colour)					
(c) Garment finished to meet client expectations					
(d) Garment finished in keeping with industry specifications					

Teachers may develop detailed rating sheets to evaluate assembly processes.

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with constant supervision and considerable assistance.
3. Can perform this task with constant supervision and some assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____

FINAL ASSESSMENT RECORD SHEET

Qualification: _____
 Institution/ Centre: _____ Code _____ Title _____
 Centre Number: _____
 Candidate's Name: _____ Candidate's Number: _____
 Cycle Start: _____ End: _____

Unit Code	Element Code	Performance Criteria Number																					Range Completed	Underpinning Knowledge & Skills Completed	Critical Employability Skills Completed		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21					

For each item place a tick (✓) to indicate candidate's competence. Where the candidate is not yet competent place a circle (O).

Note to Assessor: Place an X in the box after the last Performance Criteria Number of each element.

Stamp _____ Assessor Name & Number _____ Assessor Signature/ Date _____ Internal Verifier Name & Number _____ Internal Verifier Signature/ Date _____



Record of Reasonable Adjustment

Assessment Date: _____

Assessor's Name : _____

Assessor's Signature: _____ Date: _____

This table is used by the assessor when there is an adjustment in the prescribed assessment tool given.

Adjustment to Assessment Procedures

Performance Criteria	Evidence Type	Reason for Adjustment	New Activity Details	Competent	Not Yet Competent	Comments

INSTRUCTIONS FOR TEACHERS
Guidelines for completing Assessment Plan

1. **Unit Code and title(s) assessed** – indicate information such as **Unit Code** and **Unit title** of assessment completed in the standard.
2. **Context of Assessment** refers to – on the job or institution/school, which will be a simulated activity.
3. **Work Activity Assigned** – Assessors should document:
 - (a) Task/Activity designed and developed may be integrated to assess several performance criteria in one (1) unit or several units
 - (b) Projects
 - (c) Field trips
 - (d) All questions and responses
 - (e) Case studies

All supporting evidence should be attached to the assessment package.

4. **Assessment methods** – Assessors should indicate the assessment methods to be used in conducting the assessments.
5. **Underpinning knowledge and skills** – Assessors should indicate the critical underpinning knowledge and skills related to the unit.
6. **Range, Conditions under which assessment took place**
For example, Occupational Health and Safety requirements
Range of equipment, processes and procedures

Guidelines for Completing the Dimensions of Competency Form

The Dimensions of Competency includes a measurement of all aspects of work performance. The assessment of competency should involve a demonstration of competence in every aspect of the Dimension of Competency, including:

Task Skills:

Identify the various skills required to perform the activity. This can be obtained from examining the performance criteria and range statements

Task Management Skills:

Refer to the ability to manage the various task skills identified

Contingency Management Skills:

Refer to the ability to respond appropriately to irregularities and breakdowns in routine

Employability/ Job Role/ Environment Skills:

Refer to the need to fulfil the requirements and expectations of the organization. Seven (7) generic skills were identified for this purpose, namely;

- Collect, analyse and organise information
- Communicate ideas and information
- Plan and organise activity
- Work with others and in a team
- Use mathematical ideas and techniques
- Solve problems
- Use technology

The Assessor is required to show how these seven generic skills relate to the activity given.

Guidelines for Completing the Assessor Evaluation Form

The Assessor Evaluation form is used by the assessor to record the outcome of the activity completed.

Institution/ Centre – name of the Training Provider

Candidate Name – name of person being assessed (Use BLOCK letters)

Qualification – the occupational area, code and level should be identified

Unit Competency – indicate specific **unit code** and **Unit Title** from the occupational standards used for the assessment

Each activity given to candidates should be evaluated under three (3) broad headings, namely **planning**, **process** and **product**.

- **PLANNING:** identify all skills required in planning the activity.
- **PROCESS:** involves the assessment of the steps the learners goes through in order to perform the tasks.
- **PRODUCT:** reflects the evaluation of the final outcome expected.

Comment/ Feedback: would include evaluation comments discussed with the candidate.

Rating Scale – the guide listing specific criteria for grading or scoring (rating of 1 – 5 is used).

Key – identifies what value the ratings hold regarding assessment judgments of COMPETENT or NOT YET COMPETENT.

Guidelines for completing Record of Reasonable Adjustment

This form should be completed during the planning stage of the assessment. This is used for candidates who have physical disabilities or impediments and require adjustments in assessments usually done under normal assessment conditions.

Assessment Date – state the date for which the assessment is to be conducted

Assessor's Name – full name required

Assessor's Signature – place your signature after the assessment was conducted

Date – state the date the assessment was conducted

Performance Criteria (PC) – critical outcomes/ steps which have to be achieved and the standard of performance required (Taken directly from the standards)

Evidence Type – refers to evidence required to assess each performance criteria. Minimum of three (3) type of evidence needed for each performance criteria

Reason for Adjustment – state the purpose for the adjustment. For example , candidate has a hearing impairment

New Activity Details – state how the assessment/ activity was altered for the candidate

Competent – state the judgement at the end of the assessment. For example, candidate deemed competent

Not Yet Competent – state the judgement at the end of the assessment

Comments – any feedback given to candidate

Guidelines for completing Final Assessment Record Sheet

Summary of the evidence collected after the candidate has been deemed competent

- The Assessor should complete the form as indicated.
- The **unit code** and **element code** should be named.
- The performance criteria completed should be indicated by a tick (✓) and an (✗) after the last performance criteria number.
- **Range Statement completed** indicated by a tick (✓) – includes all the conditions under which the task must be informed in each unit.
- **Underpinning Knowledge and Skills completed** indicated by a tick (✓) - includes the knowledge and skills required by each performance criteria

- **Critical Employability Skills** should be indicated by a tick (✓) at the end of each unit.

Guidelines for completing Achievement Sheet

The Achievement Sheet is used by the Assessor **to claim** for the CVQ Qualification and unit award/s.

1. The heading of the Achievement Sheet should be filled out by the Assessor, i.e. Training Provider, School's Name and Address, Cycle Start and End, and the Assessor Name, Number and Signature.
2. Candidate ID – Use the candidate's CVQ number.
3. Candidates should be listed in alphabetical order. Use block letters. The same order of listing should be followed on both sheets.
4. Candidates' home address should be entered in the address column on one line. The region code of the candidates' address is listed at the bottom of the Achievement Sheet.
5. In the column of **Units Previously Achieved** use the letter NA (not applicable) if units were not previously achieved. If the candidate has previously completed units in the occupational standards, the code and the number/s of the units/s should be recorded.
6. Only if **all** units in the occupational standard have been completed can the full qualification be ticked as **Yes**, if not tick **No**.
7. If all twenty (20) lines have not been used on the Achievement Sheet, then the assessor should draw a line diagonally on the sheet from left to right.
8. The Internal Verifier will sign at the base of the Achievement Sheet after the sampling of the candidate's work has been completed.
9. All pages of the Achievement Sheet should be completed. On all pages of the Achievement Sheet the listing of candidates' names should follow the same order as the first sheet. The units of the Occupational area are identified so that assessors can tick (✓) units completed and indicate an (✗) if units were not completed.
10. The school stamp should be placed at the base of all pages of the Achievement Sheet in the designated space, i.e. "Centre's Stamp". The Principal / Vice Principal should sign adjacent to the school stamp.

Portfolio Development

A portfolio is an organised convenient means of collection and presentation of materials which records and verifies a candidate's learning achievements and relates them to the depth and breadth of work required by each unit of the occupational standards. The depth and breadth of work should include a diversity of exhibits which reflects the following **criteria**:

- Writing, Reading and Comprehension Skills
- Critical Thinking and Problem Solving Skills
- Technology Skills
- Practical Skills
- Teamwork Skills

The outline of the portfolio should include information under the following headings:

- Cover Page
- Title Page
- Table of Contents
- Introduction
- Supporting Evidence (Depth & Breadth of Work)
- Self-Assessment/Reflection

Details of EACH Heading

Cover Page

- Name of School
- Occupational Area CVQ Level 1
- Assessors Name
- Candidate's Name
- Year

Title Page

- Caribbean Vocational Qualification
- CVQ Level 1
- Occupational Area
- Year

Table of Contents

- By units
- Number pages

Introduction

- Portfolio of candidate to include personal data, background information on education / training experiences and expectations.

Supporting Evidence

Provides information on the key formative and summative assignments / projects undertaken by the candidates to achieve the performance criteria in each unit on the Occupational Standards. All evidence supplied by the candidate should be reviewed by the assessor using the **criteria given. Evidence must be signed and dated on the date of the review by the assessor.**

Suggestions for supporting evidence:

- Written Assignment
- Oral Questions (checklist format)
- Projects
- Work Samples

- Research Assignments
- Fieldtrip reports
- Summative evaluation of practical work
- Digital photographs of candidates performing critical tasks

Self-Assessment/Reflections

Allows candidates to rate their performance against the requirements of the relevant unit/s of competency and allows candidates to reflect in writing whether their expectations have been achieved in the particular occupational area.

Summary

Each candidate in every occupational area *must* prepare a portfolio which will showcase:

- Growth and development of the candidate during the two year period.

Portfolios *must* be kept for evaluation by the Internal Verifier, External Verifier and the Quality Assurance auditor of the Caribbean Examination Council.

RESOURCES

TEXTILE, CLOTHING AND FASHION

- Allen, A. *Fashion Drawing, The Basic Principles*. London: B.T. Batsford Publisher, 1993.
- Bane, A. *Tailoring*, 3rd edition. New York: McGraw-Hill Education, 1974.
- Bryant, M. W. *Fashion Drawing: Illustration Techniques for Fashion Designers*. London: Laurence King Publishing, 2011.
- Dyer, R. and Maynard N. *Clothing and Textiles*. London: Macmillan Caribbean, 2002.
- Glazer, B. *The Snap Fashion Sketchbook*. New Jersey: Pearson Prentice Hall, 2007.
- Ireland, P. A. *New Encyclopaedia of Fashion Details*. London: Batsford Ltd, 2008.
- Jones, G. *Finding Out About Textiles*. Cheltenham: Stanley Thorns Ltd. 1994.
- Messenger, J. and Brown D. *Textiles 2*. Haddenham: Folens Publishers, 2009.
- Rouse, E. *Understanding Fashion*. New Jersey: Wiley Publications, 1991.
- Ridgewell, J. and Davies, L. *Skills in Home Economics Textiles*. London: Heinemann Educational Press. 1990.
- Reader's Digest *Complete Guide to Sewing*. Reader's Digest Association (Canada). 1995.
- Tate, S. L. *Inside Fashion Design, 5th edition*. New Jersey: Prentice Hall, 2003.

Fashion and Lifestyle magazines (old and current)

Fashion trends (Caribbean Fashion Week, the media (magazines, on-line, newspaper and radio).

POSTERS

1. Available from Meridian Education Corporation, P.O. Box 911, Monmouth Jct, NJ 08852-0911, Phone 1-800-727-5507, Fax 1-888-340-0911.
 - (a) Clothing care labels
 - (b) Design
 - (c) Fabrics: Their care and characteristics
 - (d) Fiber
 - (e) Know your patterns
 - (f) McCall's figure types
 - (g) Removing stains
 - (h) Styles and fads

- (i) Terms to sew by
- (j) The color
2. Available from Tech Prep Office, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205
- (a) What do employers expect from me

VIDEOS

Behind the scenes: Fashion show. Available from CEV Multimedia, Ltd., P.O. Box 65265, Lubbock, TX 79464, Phone 1-800-922-9965, Fax 1-800-243-6398.

Careers in clothing. (2001). Available from Meridian Education Corporation, P.O. Box 911, Monmouth Jct, NJ 08852-0911, Phone 1-800-727-5507, Fax 1-888-340-0911.

Elements and principles of design. (1998). Available from Meridian Education Corporation, P.O. Box 911, Monmouth Jct, NJ 08852-0911, Phone 1-800-727-5507, Fax 1-888-340-0911.

Sewing ABCs. (1993). Available from Meridian Education Corporation, P.O. Box 911, Monmouth Jct, NJ 08852-0911, Phone 1-800-727-5507, Fax 1-888-340-0911.

WEBSITES

www.ehow.com/how_12089171_batik-tye-dye.html

www.tiedyedbabies.com.batikprocess.html

www.lds.org/newera/1973/08tie-dye-and-batik

www.clorox.com/stainremovaltips

www.housekeeping.about.com/od/stainremoval

www.tide.com

www.fabriclink.com/University/Home.cfm

www.style.com

www.simplicity.com

www.burda.com

www.copolco.org

www.fashionnexus.com

www.cottoninc.com

www.textileworld.com

www.aatcc.com

www.textilemuseum.com/education

www.tx.nscu.edu.academics

www.thefabricoflives.com

YouTube video- The fabric of our lives

APPENDIX 1



◆ GLOSSARY OF EXAMINATION TERMS

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
account for	Present reason for action or event
annotate	add a brief note to a label
apply	use knowledge of principles to solve problems
assess	present reasons for the importance of particular structures, relationships or process
calculate	arrive at the solution to a numerical problem
classify	divide into groups according to observable characteristics
comment	state opinion or view with supporting reasons
compare	state similarities and differences
construct	use a specific format to make and draw a graph, histogram, pie chart or other representation using data or material provided or drawn from practical investigations, build (for example, a model), draw scale diagram
deduce	make a logical connection between two or more pieces of information; use data to arrive at a conclusion
define	state concisely the meaning of a word or term
demonstrate	show; direct attention to
describe	provide detailed factual information of the appearance or arrangement of a specific structure or a sequence of a specific process
determine	find the value of a physical quantity
design	plan and present with appropriate practical detail
develop	expand or elaborate an idea or argument with supporting reasons
diagram	simplified representation showing the relationship between components.
differentiate	state or explain briefly those differences between or among items which can be used to define the items or place them into separate categories.

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
discuss	present reasoned argument; consider points both for and against; explain the relative merits of a case
draw	make a line representation from specimens or apparatus which shows an accurate relation between the parts
estimate	make an approximate quantitative judgement
evaluate	weigh evidence and make judgements based on given criteria
explain	give reasons based on recall; account for
find	locate a feature or obtain as from a graph
formulate	devise a hypothesis
identify	name or point out specific components or features
illustrate	show clearly by using appropriate examples or diagrams, sketches
investigate	use simple systematic procedures to observe, record data and draw logical conclusions
label	add names to identify structures or parts indicated by pointers
list	itemise without detail
measure	take accurate quantitative readings using appropriate instruments
name	give only the name of
note	write down observations
observe	pay attention to details which characterise a specimen, reaction or change taking place; to examine and note scientifically
outline	Give basic steps only
plan	prepare to conduct an investigation
predict	use information provided to arrive at a likely conclusion or suggest a possible outcome
record	write an accurate description of the full range of observations made during a given procedure

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
relate	show connections between; explain how one set of facts or data depend on others or are determined by them
sketch	make a simple freehand diagram showing relevant proportions and any important details
state	provide factual information in concise terms outlining explanations
suggest	offer an explanation deduced from information provided or previous knowledge. (... a hypothesis; provide a generalisation which offers a likely explanation for a set of data or observations.)
test	to find out, following set procedures

◆ **HOME ECONOMICS SYLLABUS**

FOOD, NUTRITION AND HEALTH

◆ SYLLABUS FOR EXAMINATION IN FOOD, NUTRITION AND HEALTH

The Food, Nutrition and Health Syllabus is intended to provide opportunities for the development of skills in the planning, preparation and presentation of foods. This is a basic requirement for health and wellbeing. In addition, the course provides an understanding of the nature of food and the principles of nutrition.

ESSENTIAL KITCHEN EQUIPMENT

Cutting boards	Egg slicer
Pastry boards	Egg wedger
Sieves	Scoops
Whisks	Can openers
Kitchen shears	Spatulas. Slotted, perforated and solid
Cake mixers	spoons. Kitchen forks, ladles
Blenders	Food tongs
Food processors	Icing thimbles
Microwave oven	Skewers
Juicers	Meringue tubes
Graters	Cookers
Rolling pins	Refrigerator
Wooden spoons	Microwave oven
Variety of cutters	Stainless steel bowls
Pastry brush	Measuring cups
Frying pans of different sizes	Measuring spoons
Vegetable mashers	Kitchen scales
Colanders	Thermometer
Kitchen shears	Beverage mugs
Muffin pans	Platters ,mainly medium and small
Patty pans	Oven ware
Loaf pans	Custard bowls
Griddle/tawa	Casseroles-mainly medium and small
Sandwich pans	Dinner set
Baking sheets	Tea set
Cake tins	Coffee set
Roasting pans	Cake stands
Cooling racks	Napkin rings
Sturdy cooking pots	Serving /table spoons
Double boiler	Dinner knives
Pressure cookers	Dessert knives
Assortment of sturdy kitchen knives	Dessert spoons
Vegetable peeler /slicers	Tea spoons
Pastry wheeler	Dessert forks
Mixing bowls	Trays

SECTION 1: DIET AND HEALTH

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. develop an understanding of the relationship between diet and good health;*
- 2. understand the factors that determine eating patterns and dietary choices in the Caribbean;*
- 3. appreciate the importance of physical activity as an important component of a healthy lifestyle.*

SPECIFIC OBJECTIVES

Students should be able to:

- 1. explain the term “diet” in relation to health;*
- 2. evaluate different types of diets which contribute to good health and well-being;*
- 3. explain various types of diet-related health problems and their impact on the Caribbean;*
- 4. discuss the basic dietary guidelines for the Caribbean;*
- 5. discuss the factors that influence eating patterns and dietary choices in the Caribbean;*
- 6. discuss factors which contribute to changes in dietary needs;*
- 7. prepare a basic activity plan to maintain optimum health throughout the life cycle;*
- 8. explain the importance of community nutrition;*
- 9. explain the term “vulnerable groups” and the nutritional problems associated with each one;*
- 10. discuss the factors that threaten the food security of these vulnerable groups within a community;*
- 11. discuss the roles of various organisations involved in community nutrition;*

SECTION 1: DIET AND HEALTH (cont'd)

CONTENT

1 and 2. Diet

- (a) Define:
- (i) diet;
 - (ii) health (according World Health Organization 1948);
 - (iii) nutritional status:
 - methods of assessment.
- (b) Aspects of health; physical, mental, social.
- (c) Role of diet in maintaining good health.
- (d) *Types:*
- (i) *balanced;*
 - (ii) *special:*
 - *reducing;*
 - *diets which contribute to good health and well-being:*
 - *high fibre diet;*
 - *low fat, sugar and salt diet;*
 - *vegetarian diet.*

3. Diet-related health problems and their impact

- (a) *Lifestyle diseases:*
- (i) *definition;*
 - (ii) *description of each.*
- (b) *Overweight and obesity.*
- (c) Diabetes Mellitus.
- (d) Hypertension.
- (e) Iron deficiency anaemia.

SECTION 1: DIET AND HEALTH (cont'd)

- (f) *Dental caries.*
- (g) Eating disorders:
 - (i) *Anorexia nervosa.*
 - (ii) *Bulimia.*
- (h) Heart diseases (stroke).
- (i) Impact of diet-related health problems **on Caribbean citizens:**
 - (i) *human resource capacity;*
 - (ii) *disposable income spent on health;*
 - (iii) *government expenditure on health bills.*

4. Dietary guidelines for the Caribbean

- (a) *Definition of dietary guidelines.*
- (b) *Importance of dietary guidelines.*
- (c) *Basic dietary guidelines for the Caribbean.*

5. Factors that influence eating patterns and dietary choices in the Caribbean

- (a) *Advertisement.*
- (b) *Dietary needs.*
- (c) *Religious.*
- (d) *Cultural.*
- (e) *Income.*
- (f) *Medical – non-communicable.*
- (g) *Age-group.*
- (h) *Food fads and fallacies.*
- (i) *Personal likes and dislikes.*
- (j) *Technological development.*
- (k) *Availability of foods.*
- (l) *Government policy.*
- (m) *National disasters.*

SECTION 1: DIET AND HEALTH (cont'd)

6. Factors contributing to changes in dietary needs:

- (a) *Age.*
- (b) *Gender.*
- (c) *Level of activity.*
- (d) *Occupation.*
- (e) *State of health.*
- (f) *Special needs:*
 - (i) pregnancy and lactation;
 - (ii) convalescence.
- (g) *Food availability.*
Natural disasters.

7. Basic physical activity plan to maintain optimum health for various groups

- (a) *Groups:*
 - (i) *toddlers;*
 - (ii) *children;*
 - (iii) *the adolescents;*
 - (iv) *adults;*
 - (v) *the elderly.*
- (b) *Basic forms/types of exercise (for each of the groups listed above):*
 - (i) *duration;*
 - (ii) *benefits.*

SECTION 1: DIET AND HEALTH (cont'd)

8. Community Nutrition

- (a) Define *community nutrition*.
- (b) *Importance of community nutrition*.

9. Vulnerable groups in community and their nutritional problems

- (a) *Vulnerable groups in the community:*
 - (i) *infants, toddlers, elderly;*
 - (ii) *pregnant and lactating women;*
 - (iii) *specially abled;*
 - (iv) *poverty stricken.*
- (b) *Nutritional problems of the various vulnerable groups within the community:*
 - (i) *Malnutrition:*
 - *under-nutrition;*
 - *over-nutrition.*
 - (ii) *Special nutrients needs.*
 - (iii) *Balanced diet.*

10. Factors that threaten food security of these groups and bring about under-nutrition and starvation

- (a) *Age.*
- (b) *Socio economic status.*
- (c) *Infectious diseases.*
- (d) *Natural disaster.*

11. Organisations involved in community nutrition

- (a) *Local Government and non-government organisations in individual countries.*
- (b) *Regional and international organisations:*
 - (i) *World Food Programme (WFP);*

SECTION 1: DIET AND HEALTH (cont'd)

- (ii) World Health Organization (WHO);
- (iii) Food and Agriculture Organization (FAO);
- (iv) United Nations Children's Fund (UNICEF);
- (v) *United Nations Development Programme (UNDP);*
- (vi) *Pan-American Health Organization (PAHO);*
- (vii) *Canadian Public Health Association (CPHA);*
- (viii) *Caribbean Food and Nutrition Institute (CFNI).*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Place students in groups representing different needs. Have them prepare and present a role play in which a nutritionist advises clients on how to develop a diet plan based on their needs.*
2. *Assign students to prepare and present PowerPoint presentations depicting different types of diets and diet related health problems. Groups can be a combination of students who are studying CSEC, Physical Education, and Food, Nutrition and Health Syllabuses.*

SECTION 2: NUTRITION AND HEALTH

GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the principles of nutrition and their influence in diet and good health;
2. understand the nutritive value of food, their structure and how they are used in the body;
3. appreciate the importance of correct eating habits and healthy lifestyle in the achievement of optimum nutritional status.

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the basic principles of nutrition;
2. describe various nutrition-related problems;
3. classify nutrients according to dietary requirements;
4. discuss the classification, sources and functions of carbohydrate, fats and protein in the diet;
5. describe various health conditions associated with the intake of carbohydrates, fats and protein;
6. discuss the classification, food sources and functions of vitamins and minerals in the diet;
7. explain the importance of calcium and iron in the diet of special groups of persons;
8. demonstrate how vitamins are conserved during food preparation;
9. discuss the absorption of calcium and iron in the diet;
10. describe various health conditions associated with the intake of minerals and vitamins;
11. discuss the sources and functions of water in the diet;
12. describe various types of health conditions associated with the intake of water;
13. discuss the factors that affect the nutritive value of food;
14. describe the physical and chemical changes that take place during the digestion of food;
15. assess the credibility of nutrition information from different sources.

SECTION 2: NUTRITION AND HEALTH (cont'd)

CONTENT

1. Principles of nutrition

- (a) *Defining food, nutrition, nutrients, nutritive value of food, nutritional status and digestion.*
- (b) *Functions and importance of food.*
- (c) *Chemical elements of which food is composed.*

2. Nutrition-related problems

- (a) Definition/description:
 - (i) malnutrition;
 - (ii) under nutrition;
 - (iii) over nutrition.
- (b) Deficiency diseases:
definitions with suitable examples.

3. Classification of Nutrients

Classification:

- (a) *macro-nutrients;*
- (b) *micro-nutrients.*

4. Carbohydrates, fats and proteins in the diet:

- (a) Carbohydrates:
 - (i) *chemical composition;*
 - (ii) production of carbohydrates:
 - photosynthesis.
 - (iii) classification of carbohydrates:
 - simple (monosaccharides, disaccharides);

SECTION 2: NUTRITION AND HEALTH (cont'd)

- complex carbohydrates (polysaccharides, non-starch polysaccharides).
- (iv) dietary fibre:
 - soluble;
 - insoluble.
- (v) functions of carbohydrates in the diet;
- (vi) sources of carbohydrates.
- (b) Fats:
 - (i) *structure of chemical composition of fats:*
 - *triglycerides (definition and chemical structure);*
 - (ii) *fats and oil; difference between them;*
 - (iii) *cholesterol;*
 - (iv) fatty acids:
 - *saturation:*
 - *explanation;*
 - *('good' vs 'bad' fats).*
 - *classification of fatty acids:*
 - *saturated fatty acids;*
 - *unsaturated fatty acids (monounsaturated, polyunsaturated).*
 - *essential fatty acids;*
 - *trans fatty acids.*
 - (v) functions of fats in the diet;
 - (vi) sources of fats:
 - animal sources;
 - plant sources;
 - Visible fats, Invisible fats.

SECTION 2: NUTRITION AND HEALTH (cont'd)

- (c) Protein
- (i) chemical composition:
- *importance of nitrogen;*
 - *the protein molecule and its constituents;*
 - *amino acids:*
 - *essential amino acids;*
 - *non-essential amino acids.*
- (ii) biological value:
- high biological value;
 - low biological value;
 - complementary proteins.
- (iii) functions of protein:
- protein sparing.
- (iv) food sources of proteins;
- animal sources;
 - plant sources.

5. **Health conditions associated with improper intake of carbohydrates, proteins and fats**

- (a) *Daily intake of macronutrients:*
- *percentage of each nutrient diet should comprise.*
- (b) *Signs and symptoms of each disease:*
- (i) *health conditions associated with improper intake of carbohydrates:*
- *obesity;*
 - *low energy;*
 - *constipation;*

SECTION 2: NUTRITION AND HEALTH (cont'd)

- *diverticulitis;*
- *diabetes;*
- *heart disease.*

(ii) *health conditions associated with improper intake of fats:*

- *heart disease;*
- *high cholesterol;*
- *stroke;*
- *hypertension.*

(iii) *health conditions associated with an improper intake of proteins:*

- *protein energy malnutrition (PEM) or protein calorie malnutrition (PCM):*
 - *kwashiorkor;*
 - *marasmus;*
- *weight gain (excess).*

6. Vitamins and minerals

(a) Micronutrients:

(i) *classification:*

- *vitamins;*
- *minerals.*

(b) Vitamins (A, B1, B2, B12, C, D, E, K and folic acid):

(i) Chemical names.

(ii) Sources of vitamins:

- *animal sources;*
- *plant sources.*

SECTION 2: NUTRITION AND HEALTH (cont'd)

- (c) *Functions of each vitamin.*
- (d) Minerals (calcium, iron, phosphorus, sodium, iodine, fluoride):
 - (i) *classification of minerals;*
 - (ii) sources:
 - animal sources;
 - plant sources;
 - heme and non-heme iron sources.
 - (iii) Functions of minerals.

7. Importance of calcium and iron to special groups

- (a) Babies.
- (b) Pregnant and lactating women.
- (c) Young girls and women during menstrual cycle.
- (d) Athletes.
- (e) Persons convalescing after major surgery.
- (f) Strict vegetarians.

8. Conservation of vitamins in food preparation

- (a) *During pre-preparation.*
- (b) *Cooking and holding.*

9. Foods that impact the absorption of calcium and iron

- (a) Inhibit absorption of calcium and iron.
- (b) Promote absorption of calcium and iron.

10. Health conditions associated with an improper intake of minerals and vitamins

Health condition associated with inappropriate intake of:

- (i) vitamins:
 - night blindness;

SECTION 2: NUTRITION AND HEALTH (cont'd)

- beriberi;
- scurvy;
- retarded growth in children.

(ii) minerals:

- rickets;
- osteoporosis;
- anaemia (iron deficiency, pernicious);
- goitre.

(iii) signs and symptoms of these health conditions.

11. Water

- (a) Sources.
- (b) Functions.

12. Health conditions associated with an improper intake of water

- (a) Dehydration.
- (b) Constipation.
- (c) Signs and symptoms of these health conditions.

13. *Factors that affect the nutritive value of food*

- (a) *Agricultural practices (organic and inorganic).*
- (b) *Conditions during transportation.*
- (c) *Processing:*
 - (i) *enrichment;*
 - (ii) *fortification;*
 - (iii) *additives.*
- (d) *Food purchasing and preparation practices.*
- (e) Effects of enzymes.

SECTION 2: NUTRITION AND HEALTH (cont'd)

- (f) Food combinations:
 - (i) high and low biological value;
 - (ii) iron absorption;
 - (iii) calcium absorption;
 - (iv) alkalis and acids.

14. Digestion of food

- (a) Digestive system:
 - parts of the digestive system.
- (b) *Definition of terms:*
 - (i) *digestion;*
 - (ii) *mastication;*
 - (iii) *absorption;*
 - (iv) *bolus;*
 - (v) *peristalsis;*
 - (vi) *chyme.*
- (c) *Digestion:*
 - (i) *mouth:*
 - *physical;*
 - *chemical.*
 - (ii) *stomach:*
 - *physical;*
 - *chemical.*
 - (iii) *small and large intestines:*
 - *physical;*
 - *chemical.*

SECTION 2: NUTRITION AND HEALTH (cont'd)

15. Credible nutrition information sources

- (a) Online media.
- (b) Magazines.
- (c) Newspaper.
- (d) Radio.
- (e) Television.
- (f) Textbooks.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Have students prepare and present a sixty second clip for "Health TV" on how to stay healthy. Students are encouraged to use available technologies (cameras or smart phones) to video tape their work. Students are to be asked to identify clearly the health tips given in the clip and confirm if they are accurately stated.*
2. *Create nutrition portfolio with drawings and pictures to clearly show the relationship among food, food nutrients and the human body.*

SECTION 3: MEAL PLANNING, PREPARATION AND DINING

GENERAL OBJECTIVES

On completion of this Section, students should:

1. *demonstrate a working knowledge of the principles of nutrition in planning meals for all stages of the life cycle;*
2. *demonstrate knowledge of planning, preparing and serving nutritionally balanced, attractive and appetizing meals;*
3. *demonstrate an appreciation for the use of appropriate dining implements;*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain terms associated with meal planning;
2. outline the factors to be considered in the planning of meals;
3. explain the importance of food groups in meal planning;
4. plan meals using the multi-mix principle;
5. plan menus and prepare meals for different occasions;
6. plan and prepare meals for different groups;
7. describe the various types of vegetarians and their nutritional requirements;
8. plan and prepare meals for the various types of vegetarians;
9. plan and prepare meals to prevent various nutritional disorders;
10. plan and prepare nutritious low-budget meals;
11. plan and prepare packed meals for different groups;
12. set the table attractively for different meals and occasions.

SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

CONTENT

1. Meal Planning

Definition of terms:

- (a) meal;
- (b) breakfast;
- (c) brunch;
- (d) lunch;
- (e) dinner;
- (f) supper;
- (g) tea (high tea);
- (h) menu;
- (i) a la carte;
- (j) table d'hôte;
- (k) course;
- (l) appetizer;
- (m) hors d'oeuvres;
- (n) dessert;
- (o) main course;
- (p) entrée;
- (q) *accompagnement*.

2. Factors to be considered when planning meals

- (a) The nutritional requirements, age, sex, occupation, physical activity and health of each member of the family.

SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (b) Food preparation facilities.
- (c) *Food affordability and availability.*
- (d) *Time and energy for the preparation and presentation of the meals.*
- (e) *Individual preferences.*
- (f) *Variety (colour, texture, flavour, temperature, garnishes and decoration, serving dishes and cooking methods.*
- (g) *Traditions and customs.*
- (h) *Religion.*
- (i) The occasion.

3. **Food groups**

- (a) *Caribbean's Six Food Groups:*
 - (i) *categorizing food into food groups;*
 - (ii) *essential nutrients supplied by each food group.*
- (b) *Caribbean's dietary guide.*

4. **Multi Mix principle**

- (a) *Definition.*
- (b) *Two or double mix.*
- (c) *Three mix.*
- (d) *Four mix.*
- (e) *Plan meals.*

5. **Menus for different times/ occasions**

- (a) *Write menus, prepare dishes/meals for various times/occasions:*
 - (i) *cocktails;*

SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (ii) *brunch;*
- (iii) *birthday parties (children, adult; male, female);*
- (iv) *mother's/father's day;*
- (v) *buffet part;*
- (b) *Style/format of menu for each time/occasion:*
 - (a) *suitability of- dishes/items chosen, courses;*
 - (b) *nutritionally balanced;*
 - (c) *plan and prepare meals.*

6. Meal planning for different groups

- (a) Groups:
 - (i) *toddler;*
 - (ii) *child:*
 - *nutrient requirements;*
 - *developing positive eating habits;*
 - (iii) *adolescent*
 - *nutrient requirements for:*
 - *adolescent;*
 - *adolescent female;*
 - *athletic adolescent.*
 - (iv) *pregnant and lactating women:*
 - *'eating for two';*
 - *breastfeeding vs bottle feeding;*
 - *complementary breast feeding.*

SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (v) *elderly:*
 - *identify those considered as elderly;*
 - *problems that affect their nutritional status.*
 - (vi) *suitable foods for each group listed;*
 - (vii) *plan and prepare meals for each group listed (breakfast, dinner, snack).*
- (b) Occupational group:
- (i) the sedentary worker, the manual worker;
 - (ii) athletes and other sports-related occupations:
 - definition of sedentary and manual worker;
 - nutritional requirements;
 - suitable foods for each group;
 - plan and prepare and serve meals for these groups (breakfast, dinner, snack).
- (c) *Special groups*
- Convalescent:*
- (i) *definition;*
 - (ii) *nutritional needs;*
 - (iii) *suitable foods;*
 - (iv) *plan meals.*

7 and 8. Vegetarians

- (a) *Definition.*
- (b) *Types:*
 - (i) *lacto- vegetarian;*
 - (ii) *lacto-ovo vegetarian;*
 - (iii) *vegan.*

SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (c) *Nutritional requirements.*
- (d) *Suitable foods eaten by each type of vegetarian.*
- (e) *Planning meals for the different types of vegetarians.*

9. **Planning meals and modify dishes to prevent various nutritional disorders**

- (a) *Obesity.*
- (b) *Diabetes (type 2).*
- (c) *Osteoporosis.*
- (d) *Hypertension.*
- (e) *Anemia.*
- (f) *Modify recipes to suit the different special diets.*
- (g) *Plan meals for the different disorders.*

10. **Planning nutritious low-budget meals**

- *Breakfast, lunch and dinner using indigenous foods.*

11. **Planning packed meals for different groups**

Plan packed meal for pre-schoolers, adolescents and an office worker:

- (a) *lunch and snack for a picnic;*
- (b) *suitable packaging for packed meals, materials and utensils used in packing the meals.*

12. **Dining**

- (a) *Table appointments.*
- (b) *Table linens.*
- (c) *Table decorations:*
 - *utilising fresh flowers, fruit, vegetables, animate and inanimate objects.*
- (d) *Lay table for different meals/occasions:*
 - (i) *definition of the term 'cover';*

SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (ii) dining etiquette;
- (iii) breakfast;
- (iv) dinner;
- (v) tray service.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Engage students in an activity based on the following instructions: create a food journal for yourself, a family member or a friend. Document what was eaten and the time of day it was eaten. At the end of the week analyse the journal to determine if food choices made were appropriate for the individual's age and activities. Prepare a report with recommendations for the individual. If you had done a personal journal, be sure to document what you need to do differently.*
2. *Assign student the task to create games that can be used to educate individuals about the importance of making appropriate food choices for different groups of people. This may include, menu rhymes done to the tune of one of your favourite nursery rhymes; food jeopardy, food bingo, cross word and jig saw puzzles.*
3. *Analyse the menus of two different types of restaurants within your locale and suggest what dishes/meals are suitable for what groups of persons and document the variations observed with the how tables are set for different meals. Compare this with what you have learnt in class. Write a report and present to your class.*

SECTION 4: FOOD SCIENCE AND TECHNOLOGY

GENERAL OBJECTIVES

On completion of this Section, students should:

1. *understand the production system of basic food commodities and the science behind the reaction of the components during processing and preparation to impact health;*
2. *understand the principles of food preservation;*
3. *understand the chemical changes of basic food commodities on exposure to heat;*

SPECIFIC OBJECTIVES

Students should be able:

1. *outline the production system of commonly used food commodities;*
2. *discuss the factors that contribute to food spoilage and contamination;*
3. *distinguish between perishable and non-perishable foods;*
4. *explain how microorganisms contaminate food;*
5. *explain the development and prevention of food-borne illnesses;*
6. *outline methods of preventing food contamination;*
7. *discuss the importance of food preservation;*
8. *explain the methods of preserving foods;*
9. *outline the importance of food additives in manufactured foods;*
10. *explain the principles of heat transfer in the cooking of food;*
11. *discuss the effects of heat on the chemical composition and structure of foods;*
12. *discuss the use of raising agents in flour mixtures;*
13. *explain the precautions to be observed when using these raising agents.*

SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

CONTENT

1. Production of common food commodities

Inputs and processes of:

- (a) *sugar (brown sugar, granulated sugar, icing sugar);*
- (b) *cereals:*
 - (i) *wheat Flour (whole wheat and white flour, self-rising flour);*
 - (ii) *rice;*
 - (iii) *maize (corn meal, corn flour and corn starch).*
- (c) *dairy products (milk, butter, cheese):*
 - (i) *milk;*
 - (ii) *yogurt;*
 - (iii) *butter;*
 - (iv) *cheese.*
- (d) *eggs;*
- (e) *oil:*
 - (i) *margarine;*
 - (ii) *soya bean:*
 - *oil;*
 - *textured vegetable protein.*
- (f) *cassava.*

2. Food spoilage and contamination

- (a) *Define food contamination.*
- (b) *Factors that impact food spoilage and contamination:*
 - (i) *warm temperature;*

SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

- (ii) moisture;
- (iii) improper storage;
- (iv) poor food handling;
- (v) unhygienic surroundings;
- (vi) enzymatic actions.

3. Perishable and Non- Perishable foods

- (a) *List of perishable and non-perishable foods.*
- (b) *Water activity.*
- (c) *Difference(s) between the two groups.*
- (d) *Suitable storage of these foods.*

4. Microorganisms that contaminate food

- (a) *Bacteria.*
- (b) *Yeast.*
- (c) *Moulds:*
 - (i) *describe each microorganism;*
 - (ii) *explanation of how they contaminate food.*

5. Food-borne illnesses

- (a) *Development and prevention of food borne-illnesses:*
 - (i) *definition;*
 - (ii) *causes;*
 - (iii) *symptoms.*
- (b) *Food infection and food intoxication and chemical illnesses:*
 - (i) *food infection, food intoxication:*
 - *definition;*

SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

- *difference between these two;*
- *causes;*
- *signs and symptoms.*

(ii) *chemical food illnesses:*

- *natural toxins;*
- *toxins unintentionally added:*
 - *agricultural products;*
 - *industrial chemicals and metals.*
- *toxins intentionally added:*
 - *food additives;*
 - *toxic chemical deliberately added.*
- *signs and symptoms.*

6. Methods of preventing food contamination

- (a) *Preventing food contamination during the purchasing, handling, storing and preparation and service of food:*
- (i) *temperature - temperature danger zone;*
 - (ii) *appropriate hygiene and safety practices.*
- (b) *Preventing cross-contamination.*

7. Importance of food preservation

- (a) *Food preservation:*
- (i) *underlying principles;*
 - (ii) *reasons foods are preserved.*
- (b) *Food spoilage;*
- (i) *causes:*
 - *natural decay;*

SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

- *moisture loss.*

(ii) *signs of food spoilage:*

- *action of enzymes;*
- *contamination;*
- *moistures loss.*

8. Methods of preservation

(a) Methods used to preserve foods:

(i) *cold;*

(ii) *heat;*

(iii) *chemicals;*

(iv) *removal of moisture;*

(v) *physical;*

(vi) *irradiation.*

(b) Suitable foods for each method.

(c) *Preservation of various foods at home:*

(i) *fruits and vegetables (heat/chemicals, moisture removal):*

- *selection;*
- *equipment used;*
- *steps and precautions.*

(ii) *foods from animals (meat/ seafood, milk, eggs):*

- *methods (moisture removal);*
- *freezing (suitable packaging, thawing of frozen foods);*
- *heat (sterilization, pasteurization, ultra-heat);*
- *chemicals.*

SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

9. Food additives

- (a) *Reasons they are added to foods.*
- (b) *List with appropriate examples.*

10. Principles of Heat Transfer

- (a) Conduction.
- (b) Convection.
- (c) Radiation.

11. Effects of heat on the composition and structure of various foods

- (a) *Carbohydrate foods (dry heat, moist heat):*
 - (i) *sugars;*
 - (ii) *starches;*
 - (iii) *define terms such as: dextrin, gelatinization, caramelization, crystallization.*
- (b) *Proteins (dry heat, moist heat):*
 - (i) *animal protein (eggs, meat/poultry, fish);*
 - (ii) *plant protein;*
 - (iii) *define terms such as: denaturation, coagulation, maillard reaction, syneresis.*
- (c) *Fats and oils (dry heat, moist heat):*
 - (i) *fats;*
 - (ii) *oils;*
 - (iii) *define terms such as; smoke point, flash point.*

12. Raising agents in food preparation

- (a) *Function(s) of raising agents in flour mixtures.*
- (b) *Classification of raising agents:*
 - (i) *mechanical;*
 - (ii) *chemical;*

SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

- (iii) *biological.*
- (c) *Description of how each raising agent works:*
 - (i) *baking powder;*
 - (ii) *baking soda;*
 - (iii) *yeast;*
 - (iv) *air/steam.*
- 13. **Precautions to observe when using these raising agents (baking powder, baking soda, yeast):**
 - (a) *measuring;*
 - (b) *mixing;*
 - (c) *cooking.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Have students create a poster on common causes, symptoms and preventions for food-borne illnesses in their community and present in to the class.*
2. *Have students prepare, package and display various preserves and products using different raising agents and walk viewers through the process used to make the items on display. Displays and products are to be appropriately labelled and supported by relevant charts/posters, recipes, dictionary of terms.*

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT

GENERAL OBJECTIVES

On completion of this Section, students should:

1. *understand basic kitchen layouts and organisational plans;*
2. *apply the principles of maintenance and hygiene practices to kitchen equipment.*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the factors to be considered in planning the layout and design of a kitchen;
2. assess the advantages and limitations of different kitchen layouts;
3. describe the use and maintenance of food preparation equipment and tools;
4. describe the use and maintenance of small electrical equipment;
5. describe special features on small electrical equipment;
6. describe the use and maintenance of large kitchen equipment;
7. explain how maximum efficiency can be achieved in the kitchen;
8. outline ways to conserve fuel, energy and time in the kitchen;
9. use and-maintain kitchen sinks;
10. describe first aid treatment for accidents that may occur in the kitchen;
11. administer first aid treatment for accidents that may occur in the kitchen.

CONTENT

1. Planning the layout and design of a kitchen

Factors:

- (a) space and appropriate layout;
- (b) work triangle;
- (c) storage units:

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

- types;
 - countertop surfaces.
- (d) work centres/stations;
 - (e) lighting and ventilation;
 - (f) walls;
 - (g) floors.

2. Kitchen layouts

Advantages and disadvantages of kitchen layouts:

- (a) one-wall;
- (b) corridor;
- (c) L-shape;
- (d) U-shape.

3. Small non- electrical food preparation equipment

- (a) Types:
 - (i) scales;
 - (ii) pots;
 - (iii) pans;
 - (iv) glassware;
 - (v) ovenware;
 - (vi) flatware;
 - (vii) cutting tools.
- (b) Special features.
- (c) Construction materials.
- (d) Rules and guidelines for use, maintenance and storage.

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

4. Small electrical equipment

- (a) Types:
 - (i) blenders;
 - (ii) food mixers and juicers;
 - (iii) toasters;
 - (iv) kettles;
 - (v) *coffee (grinders and makers);*
 - (vi) *food slicers and choppers;*
 - (vii) *food processors;*
 - (viii) *food steamers;*
 - (ix) *slow cookers.*
- (b) *Desirable features.*
- (c) *Construction materials.*
- (d) *Rules and guidelines for use, maintenance and storage.*
- (e) *Advantages and disadvantages of using these equipment.*

5. Special features on small electrical equipment

- (a) *Auto shut off/timers.*
- (b) *Attachments.*
- (c) *Speed(s).*
- (d) *Motor/power.*
- (e) *Materials.*
- (f) *Digital operation.*

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

6. Large kitchen equipment

- (a) Types:
 - (i) cookers;
 - (ii) refrigerators;
 - (iii) freezers;
 - (iv) microwave ovens.
- (b) Factors to consider when choosing kitchen equipment.
- (c) Special features.
- (d) Construction materials.
- (e) Guidelines for use and maintenance.
- (f) Materials suitable for use in the microwave oven.

7. Working efficiently in the kitchen (food laboratory)

- (a) *Work triangle.*
- (b) *Work centre(s).*
- (c) *Time plans.*

8. Fuel, energy and time conservation

- (a) *Fuel conservation:*
 - (i) *fridge/freezer:*
 - *energy rating.*
 - (ii) *cooker:*
 - *stove top;*
 - *oven.*
 - *ingredients:*
 - *dried peas and beans;*

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

- *thawing;*
 - *amounts of food cooked;*
- (iii) *pots/pans:*
- *construction materials;*
 - *pressure cooker;*
 - *slow cooker.*
- (b) Pre-preparation.
- (c) Preparation of time plans; time/motion conservation:
- (i) appropriate ingredients and equipment for the job;
 - (ii) order/plan of work;
 - (iii) Prepare and use time plans.

9. Kitchen sinks

- (a) *Guidelines and rules for use and maintenance.*
- (b) *Removing a simple blockage.*

10 and 11. Accidents in the kitchen

- (a) *First Aid treatment:*
- (i) *definition of First Aid;*
 - (ii) *applying First Aid.*
- (b) *Treating common injuries*
- Types:*
- (i) *burns;*
 - (ii) *scalds;*
 - (iii) *cuts;*
 - (iv) *falls;*
 - (v) *electrocution;*

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

- (vi) *poisoning.*
- (c) *Causes of accidents in the home.*
- (d) *Prevention of accidents in the home.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Stage a competition where students work in groups to prepare a first-aid kit, safety posters and a manual on how to deal with accidents in the kitchen. Have a panel judge the completion and award the top performers. Students should be encouraged to collect information from user manuals, magazines and other relevant sources.*
2. *Students can prepare a list of questions on kitchen safety and first aid responses in preparation for the guest lecture. Invite resource persons to conduct guest lectures on kitchen safety, and conduct demonstrations on recommended first aid responses.*
3. *Arrange for students to conduct field studies at commercial/industrialised kitchens/food production laboratories, to collect data on the safety practices observed within these environments and make comparisons with practices within their kitchen at home.*

SECTION 6: CONSUMERISM AND PURCHASING OF FOOD

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. demonstrate an appreciation of the meaning of responsible consumerism in the purchasing of foods;*
- 2. demonstrate knowledge of the various types and forms of food items used in food preparation.*

SPECIFIC OBJECTIVES

Students should be able to:

- 1. define terminologies associated with consumerism;*
- 2. discuss the rights and responsibilities of consumers;*
- 3. explain the role and function of various consumer protection agencies;*
- 4. explain the factors which influence the purchasing behaviours of individuals and families;*
- 5. explain the points to consider when choosing to purchase food at the various types of shops where food preparation ingredients are be purchased;*
- 6. prepare a food budget;*
- 7. outline guidelines for the selection and purchase of fresh, frozen and processed foods;*
- 8. store fresh, frozen and processed foods appropriately after purchase;*
- 9. state the types and forms of meat, poultry, fish and dairy available for purchase;*
- 10. describe the information found on a food label;*
- 11. explain the importance of reading and using food labels in food preparation;*
- 12. interpret information on food labels;*
- 13. briefly explain various health and nutrient claims on food labels;*
- 14. distinguish between enriched and fortified as it relates to food products.*

SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

CONTENT

1. Terms associated with consumerism

- (a) *Bulk shopping.*
- (b) *Consumer.*
- (c) *Credit.*
- (d) *Co-operative shopping.*
- (e) *Comparative shopping.*
- (f) *Green consumer.*
- (g) *Gross weight.*
- (h) *Impulse buying.*
- (i) *Unit pricing.*
- (j) *Universal product code (upc).*

2. Rights and responsibilities of a consumer

- (a) *Consumer education.*
- (b) *Rights of the consumer.*
- (c) *Healthy environment.*
- (d) *Accurate information.*
- (e) *Representation.*
- (f) *Obtaining redress.*
- (g) *Responsibilities of the consumer.*
- (h) *Consumer safety and protection laws.*
- (i) *Distinguishing between needs and wants.*

3. Role and function of consumer protection agencies

- (a) *Consumer Affairs Division.*
- (b) *Bureau of Standards.*
- (c) *Weight and Measures Division.*

SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

4. Factors that influence consumer purchasing behaviours

- (a) *Personal.*
- (b) *Social.*
- (c) *Cultural.*
- (d) *Psychological.*

5. Points to consider when choosing to shop at a particular food establishment

Types of food shops:

- (a) *specialised shops;*
- (b) *supermarkets;*
- (c) *open markets;*
- (d) *door-to-door sellers;*
- (e) *internet/telephone shopping;*
- (f) *small groceries.*

6. Food Budget

- (a) *Guidelines for preparing a food budget.*
- (b) *Preparation of a food budget.*

7. Selecting and purchasing fresh and frozen and processed foods

- (a) *Fresh food:*
 - (i) *fruit;*
 - (ii) *vegetables;*
 - (iii) *meat, poultry, seafood;*
 - (iv) *eggs.*

SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

- (b) *Frozen foods:*
 - (i) *fruit;*
 - (ii) *vegetables;*
 - (iii) *meat, poultry, seafood.*
- (c) *Processed foods:*
 - (i) *eggs;*
 - (ii) *milk and other dairy products;*
 - (iii) *bread, cakes, pastries, cookie/biscuits.*

8. Storage of Purchased Foods

- (a) *Perishable foods:*
 - (i) *fresh: fruits and vegetables;*
 - (ii) *chilled;*
 - (iii) *frozen;*
 - (iv) *appropriate location;*
 - (v) *appropriate storage containers.*
- (b) *Non-perishable- cereals, sugar, pulses, dried herbs, whole and ground spices:*
 - (i) *appropriate location;*
 - (ii) *appropriate storage containers.*
- (c) *Processed - dairy, fats and oils*
 - (i) *before opening;*
 - (ii) *after opening.*

9. Types and forms of meat, poultry, seafood and dairy available for purchase

- (a) *Meat - beef, pork, goat:*
 - (i) *various cuts;*
 - (ii) *meat products.*

SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

- (b) *Poultry - chicken, turkey, duck:*
 - (i) *whole;*
 - (ii) *jointed;*
 - (iii) *poultry products.*
- (c) *Seafood to include fish, shellfish (shrimp, crab):*
 - (i) *steaks;*
 - (ii) *cutlets;*
 - (iii) *cured;*
 - (iv) *fish products.*
- (d) *Dairy products:*
 - (i) *milk - dried, sweetened, evaporated, reconstituted;*
 - (ii) *milk products-cream, yogurt, butter, cheese;*
 - (iii) *eggs - whole, dried, liquid.*

10. Information found on the food label

- (a) *Parts of the food label.*
- (b) *Nutrition labelling.*

11. Importance of reading food labels

- (a) *Information – accuracy and adequacy.*
- (b) *Distinguishing one product from the other.*

12. Interpreting information on the food label

- (a) *Universal Product Code (UPC):*
 - (i) *definition;*
 - (ii) *advantages and disadvantages of UPC.*

SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

- (b) *Content Labelling:*
 - (i) *ingredients listed;*
 - (ii) *importance of the order in which they are listed.*
- (c) *Date Stamping:*
 - (i) *types of dating on food products;*
 - (ii) *meaning of different dates and the 'freshness of food products':*
 - *'use by';*
 - *'sell by';*
 - *expiry date.*

13. Health and Nutrient claims on the food label

- (a) *Explain health and nutrient claim.*
- (b) *Health claims about:*
 - (i) *dietary fibre and cancer and coronary heart disease;*
 - (ii) *calcium, vitamin D, phosphorous and osteoporosis;*
 - (iii) *folate and neural tube defects;*
 - (iv) *sodium and hypertension.*
- (c) *Nutrient claims about:*
 - (i) *fats;*
 - (ii) *sugar;*
 - (iii) *cholesterol;*
 - (iv) *sodium.*

14. Adding nutrients back to processed foods

- (a) *Enriched*
- (b) *Fortified:*

SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

- (i) *explain;*
- (ii) *indicate foods that are labelled 'enriched/fortified'.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Arrange for students to design a data gathering instrument to collect information on their visit to the government ministry or agency with special responsibility for educating consumers about protection laws, standards, rights and responsibilities. Have them prepare a comic strip on their experiences as a consumer that has experienced inappropriate behaviour and how it compares with what they learnt.
2. *Have students create a portfolio on consumerism to include labels from brands of popular products used in their school and possible designs for packaging food products made in class.*
3. *Have students analyse case studies on shopping experiences. The case may be presented using different media (videos, narratives).*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE

GENERAL OBJECTIVES

On completion of this Section, students should:

1. know the principles of nutrition in the selection, purchase and storage of foods for optimal nutrition and health;
2. understand the scientific principles involved in food hygiene and the different methods of preparing and cooking food;
3. know the art and creative skills in designing, developing, preparing and evaluating meals;
4. appreciate set standards as an essential part of food preparation, service and acceptance;
5. appreciate of the multicultural influence of food in the Caribbean.

SPECIFIC OBJECTIVES

Students should be able to:

1. observe stated guidelines for practicing good hygiene in food management;
2. outline the reasons for cooking food;
3. explain the principles underlying the different methods of cooking food;
4. discuss the advantages and disadvantages of different methods of cooking food;
5. appropriately enhance the appearance of and serve prepared dishes;
6. prepare foods using various methods according to set standards of food preparation;
7. prepare dishes using different kinds of convenience foods and economical ingredients;
8. prepare hot and cold beverages;
9. evaluate completed dishes against set standards;
10. explain the origins of simple world cuisine and their impact on Caribbean food habits;
11. accurately prepare the national/ethnic dishes of at least one country in the Caribbean.

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

CONTENT

1. Guidelines for good hygiene

Hygiene guidelines:

- (a) *personal hygiene:*
 - (i) *accurate hand washing;*
 - (ii) *protective clothing;*
 - (iii) *general grooming.*
- (b) *preparation and service:*
 - (i) *kitchen hygiene:*
 - *surfaces;*
 - *utensils;*
 - *waste disposal.*
 - (ii) *food handling:*
 - *receiving goods (raw foods);*
 - *cooked foods;*
 - *cross contamination;*
 - *storing cooked, ready-frozen and canned foods.*

2. Reasons for cooking food

- (a) *Micro-organisms.*
- (b) *Digestibility.*
- (c) *Food.*
- (d) *Variety.*
- (e) *Processing food.*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

3. Methods of cooking food

(a) Principles underlying:

- (i) moist heat (boiling, poaching, steaming, stewing);
- (ii) dry heat (baking, roasting, grilling);
- (iii) frying (dry, sauté, shallow, stir-frying, deep fat frying);
- (iv) conservative cooking;
- (v) microwave;
- (vi) pressure cooking.

(b) Foods which are best suited for each method.

4. Advantages and disadvantages of each method

(a) Advantages and disadvantages.

(b) Impact of each method on:

- (i) taste (flavour);
- (ii) nutritive retention and loss;
- (iii) fuel and time conservation.

5. Appearance and service of completed dishes

(a) Appearance of dishes:

- (i) garnishing;
- (ii) colour of food;
- (iii) decorating:
 - suitable items;
 - prepare garnishes and decoration.

(b) Service:

- (i) appropriate temperature;

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (ii) *appropriate dishes and utensils;*
- (iii) *table décor;*
- (iv) *ambience;*
- (v) *style of service.*

6. Food Preparation skills

(a) *Demonstrating basic food preparation skills:*

- (i) *measuring/weighing;*
- (ii) *knife skills:*
 - *appropriately hold knife;*
 - *observe positioning of fingers;*
 - *slicing, julienne, chopping, cubing, dicing.*
- (iii) *paring;*
- (iv) *grating;*
- (v) *stirring;*
- (vi) *folding;*
- (vii) *whipping;*
- (viii) *mixing;*
- (ix) *creaming;*
- (x) *rubbing-in;*
- (xi) *kneading;*
- (xii) *blending:*
 - *performance of each skill competently;*
 - *description of each skill.*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (b) *Preparation and service of various flour mixtures:*
- (i) *define gluten;*
 - (ii) *formation of gluten;*
 - (iii) *description of the development of gluten strands in different flour mixtures;*
 - (iv) *types of flour used in different flour products.*
- (c) *Preparing and serving cakes:*
- (i) *methods: rubbing-in, creaming, whisking, all-in-one;*
 - (ii) *functions of ingredients used in each method;*
 - (iii) *terms used in cake making:*
 - *sieve;*
 - *cream;*
 - *whisk;*
 - *fold;*
 - *curdle.*
 - (iv) *steps and precautions for each method;*
 - (v) *faults and remedies in cake making;*
 - (vi) *standards for the finished products and their service.*
- (d) *Decorating Cakes:*
- (i) *types of cake decorations and their uses;*
 - (ii) *choosing suitable decoration for each method of cake making;*
 - (iii) *recipes and standards for the finished products and their service.*
- (e) *Preparing and serving pastry (savoury and sweet items):*
- (i) *types of pastry - short crust and rough-puff pastries;*
 - (ii) *proportions of fat to flour;*
 - (iii) *variations of short-crust pastry;*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (iv) *terms in pastry making:*
 - *bake blind;*
 - *rubbing in;*
 - *roll and fold.*
- (v) *steps and precautions for each method;*
- (vi) *functions of ingredients used in each method;*
- (vii) *appropriate filling;*
- (viii) *faults and remedies in pastry making;*
- (ix) *recipes and standards for the finished products and their service.*
- (f) *Preparing and serving quick breads:*
 - (i) *definition of quick breads;*
 - (ii) *classification:*
 - *batters – muffins, loaves;*
 - *doughs – scones, sada, fried dumplings/bakes, roti;*
 - *recipes and standards for finished products and service;*
 - *(appropriate serving dishes and utensils).*
- (g) *Preparing and serving yeast products:*
 - (i) *sweet yeast products – buns, tea rings;*
 - (ii) *savoury yeast products – loaves and rolls, various shapes, use of herbs, vegetables, cheese, meat;*
 - (iii) *steps and precautions;*
 - (iv) *functions of ingredients used in each method;*
 - (v) *terms used in bread making:*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- scald;
 - knead;
 - knock down;
 - proof;
 - fermentation.
- (vi) faults and remedies in yeast products;
- (vii) recipes and standards for the finished products and service.
- (h) Preparing and serving batters:
- (i) types – thin, coating and fritter batter;
 - (ii) definition;
 - (iii) uses;
 - (iv) ingredients;
 - (v) recipes;
 - (vi) standards for the finished products and their service.
- (i) Preparing and serving soups (broths, thickened soups and purees):
- (i) definitions;
 - (ii) uses;
 - (iii) classification of soups;
 - (iv) ingredients:
 - including bouquet garni and mirepoix
 - (v) general guidelines and standards for the finished products and their service.
- (j) Preparing and serving sauces:
- (i) classification of sauces;
 - (ii) uses;

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (iii) *definition of terms; roux, puree, panada, mornay;*
- (iv) *recipes and standards for pouring, coating and binding sauces, sauces thickened by starch, protein, emulsification and puree;*
- (v) *steps and precautions for preparation of roux sauce- white, mornay; sauce thickened by emulsification, pureed sauce, salsas;*
- (vi) *standards for finished products and their service.*
- (k) *Preparing and serving desserts using a variety of products:*
 - (i) *desserts made from gelatin, corn starch, custard, fruits and others;*
 - (ii) *recipes and standards for the finished products and their service.*
- (l) *Preparing and serving cereals and cereal products:*
 - (i) *principles underlying the cooking of different kinds of cereals and cereal products:*
 - *cereals – rice, corn, oats;*
 - *cereal products for breakfast – porridge, ready to use cereals;*
 - *cereal products for desserts – puddings.*
 - (ii) *recipes and standards for the finished products and their service.*
- (m) *Preparing and serving vegetables:*
 - (i) *classification;*
 - (ii) *importance of salads;*
 - (iii) *food value of salads;*
 - (iv) *parts of a salad and their ingredients;*
 - (v) *preparation of:*
 - *salads;*
 - *salad dressings;*
 - *various vegetables:*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- *using various methods of cooking to include conservative method;*
 - *in flour products;*
 - *for various meals.*
- (vi) *recipes and standards for the finished products.*
- (n) *Using herbs and spices:*
- (i) *definition of herbs;*
 - (ii) *definition of spices;*
 - (iii) *importance of herbs and spices;*
 - (iv) *guidelines for the selection and appropriate use of herbs and spices;*
 - (v) *preparation of sweet and savoury dishes using various herbs and spices;*
 - (vi) *recipes and standards of finished products.*
- (o) *Preparing and serving combination dishes using eggs, milk and cheese:*
- (i) *general rules for eggs, milk and cheese cookery;*
 - (ii) *preparation of the following:*
 - omelets;
 - scrambled;
 - quiches;
 - puddings;
 - au gratin;
 - and other appropriate egg, milk and cheese dishes.
 - (iii) *recipes and standards for the finished products and their service.*
- (p) *Preparing and serving meats using dry and moist methods of cooking:*
- (i) *general rules for handling beef, pork, mutton and poultry;*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (ii) preparation of the following using suitable cuts:
 - stews;
 - roasts;
 - grilled.
 - (iii) suitable accompaniments and garnishes;
 - (iv) *recipes and standards for the finished products and their service.*
- (q) Preparing and serving fish using dry and moist methods of cooking:
- (i) general rules for handling fish;
 - (ii) preparation of fish dishes using different cuts; whole fish, steaks, cutlets, fillet:
 - frying – sauté, shallow, deep fat frying;
 - grilling;
 - steaming;
 - baking.
 - (iii) suitable accompaniments and garnishes;
 - (iv) *recipes and standards for the finished products and their service.*
- (r) *Preparation and serving of sandwiches:*
- (i) *definition;*
 - (ii) *components;*
 - (iii) *types – open face, party, hot/cold, novelty;*
 - (iv) *fillings – suitable ingredients;*
 - (v) *assembling the sandwich;*
 - (vi) *recipes and standards for finished products and their service.*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

7. Preparing and serving dishes using different kinds of convenience foods

- (a) Frozen, canned, dehydrated convenience foods:
 - (i) general rules for preparing and serving convenience foods;
 - (ii) preparation and service of:
 - appetizers;
 - main dish;
 - side dishes;
 - desserts;
 - breakfast items.
 - (iii) *standards for the finished products and their service.*
- (b) Preparing economical dishes.
- (c) One pot meals – preparation and service of one pot meals using:
 - (i) pasta;
 - (ii) rice;
 - (iii) vegetables;
 - (iv) meats/poultry seafood;
 - (v) dairy;
 - (vi) pulses;
 - (vii) *recipes and standards for the finished products and their service.*

8. Preparing hot and cold beverages

- (a) *Guidelines using manual and electrical equipment for tea (leaves, bags, herbs), coffee, cocoa, chocolate:*
 - (i) *appropriate sweeteners for each;*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (ii) *stimulants, appropriate flavor development;*
- (iii) *suitable utensils;*
- (iv) *service at appropriate temperature (hot or cold).*
- (b) *Guidelines for preparing and serving cold beverages such as tea, juices, drinks and punches made from vegetables and fruits.*
- (c) *Preparation of syrups.*
- (d) *Garnishes/decorations for beverages.*
- (e) *Recipes and standards for the finished products and their service.*

9. Evaluation of completed dishes

- *Using Sensory evaluation to evaluate the flavor and appearance of completed dishes against set standards/outcomes.*

10. Origins of simple world cuisine

- (a) *Countries from which dishes originate, for example:*
 - (i) *dumplings;*
 - (ii) *pastas;*
 - (iii) *pizza;*
 - (iv) *roti;*
 - (v) *crepe;*
 - (vi) *wanton;*
 - (vii) *tortillas;*
 - (viii) *sausages;*
 - (ix) *tapas.*
- (b) *Impact on Caribbean food habits:*
 - (i) *food outlets (supermarkets, grocery store, open-market);*
 - (ii) *food service industries (restaurants, hotels, fast-food outlets);*
 - (iii) *eating habits.*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

11. Preparing the national/ethnic dish of one Caribbean country

- (a) *Name of the dish.*
- (b) *Recipes.*
- (c) *Sensory characteristics (taste, texture, appearance).*
- (d) *Aesthetics.*
- (e) *Recipes and standards for the finished product and its service.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Create a recipe book with national dishes for at least ten countries across the Caribbean. Compare at least two with the national dish of your country.*
2. *Prepare and display the national dishes of countries across the Caribbean with recipes. Displays are to be appropriately labelled, themed and labelled.*
3. *Invite chefs to demonstrate food presentation and garnishing ideas or have students visit and/or participate in events/competitions where these skills and ideas are showcased. Upon their return have each student perfect one of the ideas and use for presenting a dish made in class.*

◆ GUIDELINES FOR SCHOOL-BASED ASSESSMENT

RATIONALE

The School-Based Assessment (SBA) is an integral part of student assessment in the Home Economics syllabus. It is intended to assist students in acquiring certain knowledge and skills that are associated with the subjects. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study in Home Economics, students obtain marks for the competence they develop and demonstrate in undertaking the SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examinations.

The guidelines and samples provided in the syllabus are intended to assist teachers and students in selecting activities that are valid for purposes of SBA. The assessment criteria provided are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students on the SBA and other components of the syllabus.

The School-Based Assessment component of the syllabus will comprise of assignments which integrate the CVQ Level 1 standards. Students will complete assignments which incorporate relevant CVQ Level 1 units. Candidates who successfully complete the CSEC examination will be awarded the CSEC Technical certificate. Where applicable candidates may also be awarded a Statement of Competence with the Units for which they have attained competence for the Level 1 CVQ.

NATURE OF SBA

School Based Assessments should be made in the context of normal practical coursework exercises.

It is not intended that the exercises used for assessment should be artificial and meaningless. The teacher should work with the student and set, conduct and mark a series of assignments in keeping with the guidelines provided by CXC. Teachers should also provide students with feedback on their performance on these assignments. Assessments should be made only after students have been taught the skills and given enough opportunity to develop them.

Sixteen practical assignments over the two year period, or four practical assignments per term, would be considered the minimum number for students to develop their skills and on which to base realistic assessments.

School-Based Assessment will test skills under the Profile Dimension, Practical Skills, a breakdown of which is provided on page **five** of the syllabus. Each candidate is required to keep a workbook containing all practical assignments done over the two-year period prior to the examination. All practical assignments should be dated and an index of the assignments done should be made by the candidates.

Three of these assignments are to be identified for CXC moderation and the marks entered in the form provided.

Those practical assignments assessed for CXC should be clearly indicated along with the marks awarded for each assignment. It is recommended that the first of these practical assignments be

done in the third term of Year One of the course. The second and third practical assignments should be done during Terms One and two respectively, of Year Two of the course.

The first and third practical assignments are to be set and marked exclusively by the teacher using the criteria and mark scheme provided in the syllabus. The SECOND practical assignment will be set by the teacher using criteria provided in the syllabus and assessed jointly by the teacher and a second examiner assigned by the Local Registrar, using the mark scheme provided in the syllabus. The procedures for the joint assessment include provision for prior discussions of task and criteria between the classroom teacher and the second examiner. The SBA form further includes a section to record any significant discrepancy in their perceptions before they record their final independent score for each student.

REPORTING TO CXC

Teachers are NOT required to submit samples of candidates' workbooks unless specifically requested to do so by the Council. Teachers are expected to keep all practical workbooks, for a period of three months subsequent to the release of the results of the examinations. Marks should be submitted to CXC on a yearly basis on the SBA form provided. The forms should be dispatched through the Local Registrar to reach CXC by April 30 of the year of the examination. The SBA form should be completed in duplicate; the original for submission to CXC and the copy to be retained by the school.



Only one form will be required for each subject. The form makes provision for the marks for all three assignments. It carries one column for recording the marks for the first assignment and one for the third assignment. For these assignments, the only marks are those of the classroom teacher. However, there are three columns for the second assignment that will be jointly assessed by the classroom teacher and a second examiner. The first column records the marks awarded by the teacher, the second records the marks awarded by the second examiner and the third records the average of the two marks. These forms will be available on the CXC website.



THE ROLE OF THE SCHOOL

Schools are required to develop an SBA programme that:

1. specifies the various assessment tasks and the assessment criteria and mark scheme for each task;
2. provides a schedule of the tasks designed for the entire course, identifying clearly the three tasks that are to be used for CXC moderation;
3. lists the materials, including quantities and equipment, that will be needed for each candidate to complete the SBA tasks;
4. includes procedures for providing meaningful feedback on each candidate's performance in all assessment tasks;
5. allows for collaboration among teachers to ensure that there is consistency in procedures among all cognate subjects in Home Economics; and
6. maintains records of marks awarded to each student for all assessment tasks in candidates' workbooks.

SELECTING SUITABLE SBA TASKS

*In selecting practical assignments that are suitable for SBA, teachers should be guided by the skills and abilities tested for the Practical Skills profile dimension described on page **five** of the syllabus. Teachers are advised to give assignments during their normal classroom teaching that would test students' ability to:*

- 1. collect, display and analyse data gathered through observations;*
- 2. apply results obtained from doing practical activities, to new situations;*
- 3. test informed guesses, conjectures, hunches, by doing practical activities;*
- 4. do practical tasks accurately and economically, with regard to time, energy and other resources; and*
- 5. use appropriate tools with dexterity and care.*

In selecting tasks for SBA, teachers should choose those that lend themselves readily to testing these skills and capabilities, noting that one assignment may test either a single skill or a combination of skills. Each syllabus is provided with a list of objectives that may be useful in assisting teachers to develop appropriate SBA assignments. The syllabus also provides Exemplars intended to assist teachers in selecting activities that are valid for the purposes of SBA.

EXEMPLAR – FOOD, NUTRITION AND HEALTH
SCHOOL-BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 1

Assignment 1 is aligned to Prepare Sandwiches (THHCFP0281A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards, and will also focus on assessing Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

CANDIDATE: _____

ASSESSOR: _____

<p>Elements: Prepare and present a variety of sandwiches Apply organisational skills for work flow planning and preparation Store sandwiches</p>	
Work Activities	Assessment Methods
<p>Your school is hosting a function honouring four community leaders. You are required to prepare and serve in one and a half hours, three different types of cold sandwiches using different fillings or combination of fillings.</p>	<ul style="list-style-type: none"> Practical demonstration Oral questions Product evaluation
Underpinning Knowledge and Skills	Range
<ul style="list-style-type: none"> Bread types. Ability to select bases from a wide range of bread types. Ingredients for fillings. Ability to select and combine ingredients for fillings so they are appropriate and compatible. Sandwich presentation techniques. Ability to present sandwiches using techniques of spreading, layering, piping, portioning, moulding and cutting. Equipment for toasting and heating. Ability to appropriately select and use equipment for toasting and heating. Proper hygiene and enterprise practices. Ability to present sandwiches in accordance with proper hygiene and enterprise practices. 	<ul style="list-style-type: none"> Types of Sandwiches - three different types of cold sandwiches Materials- tuna, chicken, sausages, vegetables, mayonnaise, mustard, bread Techniques- spreading, layering, piping, portioning, moulding, cutting Equipment tools- blender chopper, cutting board, knives, palette, knives, bowls, measuring tools, wooden spoons, food tong Serving dish and storage- flat, china storage, plastic wrap/ foil, storage container
<p>Candidate's Signature: _____ Date: _____</p> <p>Assessor's Signature: _____ Date: _____</p> <p>Internal Verifier's Signature: _____ Date: _____</p>	

**EXEMPLAR – FOOD, NUTRITION AND HEALTH
ASSIGNMENT 1**

DIMENSIONS OF COMPETENCY

Assignment 1 is aligned to Prepare Sandwiches (THHCFP0281A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards and will also focus on assessing Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

WORK ACTIVITY:	
Your school is hosting a function honouring four community leaders. You are required to prepare and serve in one and a half hours, three different types of cold sandwiches using different fillings or combination of fillings.	
TASK SKILLS	TASK MANAGEMENT SKILLS
Candidate has to: <ul style="list-style-type: none"> • interpret activity; • follow health and safety requirements; • select the necessary tools, equipment and materials; • weigh and measure ingredients; • demonstrate cutting, slicing and rolling skills; • use various techniques- spreading, layering, portioning moulding; • present sandwiches attractively; • using suitable garnishes and service ware; • store sandwiches to maintain freshness and quality. 	Prepare/ organize/ co-ordinate by <ul style="list-style-type: none"> • Interpret and plan activity. • Select tools, equipment and materials. • Apply health and safety procedures. • Organize work station. • Work in a logical and sequential manner within the required time frame. • Present and serve sandwiches at the correct temperature. • Perform all necessary housekeeping.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
What if ...? <ul style="list-style-type: none"> • a refrigerator is not available to chill prepared ingredients; • prepared mayonnaise is not available for combining with some fillings. 	The candidate can: <ul style="list-style-type: none"> • collect, analyze and organize information (<i>research and present recipes</i>); • communication (<i>communicate with supervisor</i>); • plan and organise activity (<i>tools, equipment, materials</i>); • use mathematical ideas and techniques (<i>weighing, measuring, portioning</i>); • solve problems (<i>as they arise</i>); • technology skills (<i>use of blender chopper, palette knives</i>).

Assessor's Signature: _____

Date: _____

EXEMPLAR – FOOD, NUTRITION AND HEALTH

ASSIGNMENT 1

ASSESSOR EVALUATION

Assignment 1 is aligned to Prepare Sandwiches (THHCFP0281A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

Institution/ Centre: _____

Candidate's Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select appropriate tools, equipment material					
(c) Follow health and safety procedures					
(d) Organize workstation					
2. PROCESS					
(a) Measure, wash, cut and combine ingredients for filling					
(b) Prepare sandwiches using techniques for cutting, slicing and rolling					
(c) Use of techniques- spreading, layering and garnishing					
(d) Sequence work flow in logical and efficient manner					
(e) Sanitize the work station at the end of preparation					
3. PRODUCT					
(a) Sandwiches presented neatly and attractively					
(b) Use of appropriate garnishes and service ware					
(c) Fillings of the correct consistency, textures and flavour					
(d) Sandwiches stored hygienically and at the correct temperature					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with **constant** supervision and **considerable** assistance.
3. Can perform this task with **constant** supervision and **some** assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature : _____

Date: _____

Candidate's Signature : _____

Date: _____

EXEMPLAR – FOOD, NUTRITION AND HEALTH
SCHOOL-BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 2

Assignment 2 is aligned to Prepare Egg Dishes (THHCFP0641A) in the Commercial Food Preparation (Cookery), Level 1 (CCTHH10309) Regional Occupational Standards and will also assess Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

CANDIDATE: _____ **ASSESSOR:** _____

Elements: Prepare for production of items
 Prepare and garnish egg dishes
 Store prepared egg dishes not for immediate use

Work Activities	Assessment Methods
Your Community Group is having a Food Fair to demonstrate the “Versatility of Eggs” in food preparation. You are required to prepare and display four (4) different egg dishes/items incorporating EACH of the following methods: <ul style="list-style-type: none"> • aerating; • setting; • enriching; • emulsifying. 	<ul style="list-style-type: none"> • Practical demonstration. • Oral questions. • Product evaluation.
Underpinning Knowledge and Skills	Range
Written or oral questions could include: <ul style="list-style-type: none"> • storage of eggs; • steps to prevent cross contamination; • Accompaniments to specific egg dishes • examples of dishes eggs can be used in binding, coating, glazing, thickening, garnishing etc. 	<ul style="list-style-type: none"> • Materials - eggs..... • Techniques - Aerating, Setting, Enriching, Emulsifying • Equipment tools - pots, pans, bowls, dishes, moulds, sieves, spoons, graters, knives, choppers, tin openers, ladles, forks • Serving dish and storage -

Candidate’s Signature: _____ **Date:** _____

Assessor’s Signature: _____ **Date:** _____

Internal Verifier’s Signature: _____ **Date:** _____

**EXEMPLAR – FOOD, NUTRITION AND HEALTH
ASSIGNMENT 2**

DIMENSIONS OF COMPETENCY

Assignment 2 is aligned to Prepare Egg Dishes (THHCFP0641A) in the Commercial Food Preparation (Cookery), Level 1 (CCTHH10309) Regional Occupational Standards and will also assess Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

WORK ACTIVITY:	
<p>Your Community Group is having a Food Fair to demonstrate the “Versatility of Eggs” in food preparation. You are required to prepare and display four (4) different egg dishes/items incorporating EACH of the following methods:</p> <ul style="list-style-type: none"> • aerating; • setting; • enriching; • emulsifying. 	
TASK SKILLS	TASK MANAGEMENT SKILLS
<p>Candidate has to:</p> <ul style="list-style-type: none"> • interpret activity; • select recipes for each method; • follow health and safety procedures; • select the necessary tools, equipment and materials; • weigh and measure ingredients; • follow method in recipe as directed; • demonstrate skills in incorporating methods; • using suitable garnishes and decorations Use suitable service ware. 	<p>Prepare/ organize/ co-ordinate by</p> <ul style="list-style-type: none"> • Interpret and plan activity. • Select tools, equipment and materials. • Apply health and safety procedures. • Organize work station. • Work in a logical and sequential manner within the required time frame. • Present and serve dishes/items at the correct temperature. • Perform all necessary housekeeping.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if ...?</p> <ul style="list-style-type: none"> • egg mixture curdles in preparation of batters. 	<p>The candidate can:</p> <ul style="list-style-type: none"> • collect, analyze and organize information (<i>research and present recipes</i>); • communication (<i>communicate with supervisor</i>); • plan and organise activity (<i>tools, equipment, materials</i>); • use mathematical ideas and techniques (<i>weighing, measuring, portioning</i>); • solve problems (<i>as they arise</i>); • technology skills (<i>use of blender, electric hand mixer, palette knives</i>).

Assessor’s Signature: _____

Date: _____

KEY

Competent - Range 3 and above
 Not Yet Competent - below Range 3

EXEMPLAR – FOOD, NUTRITION AND HEALTH ASSIGNMENT 2

ASSESSOR EVALUATION

Assignment 2 is aligned to Prepare Egg Dishes (THHCFP0641A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards and will also assess Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A).

Institution/ Centre: _____

Candidate's Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select recipe for each method					
(c) Select appropriate tools, equipment, serving dishes and materials					
(d) Follow health and safety procedures					
(e) Organize workstation					
2. PROCESS					
(a) Weigh and measure ingredients for dishes					
(b) Sequence work flow in logical and efficient manner					
(c) Follow procedures in recipes as directed					
(d) Demonstrate techniques in using eggs in aerating, setting, enriching and emulsifying					
(e) Prepare and cook dishes/items at the correct temperature					
(f) Decorate or garnish dishes					
(g) Sanitize the work station at the end of preparation					
3. PRODUCT					
(a) Dishes/items of the correct consistency, texture and					
(b) Dishes/items served at the correct temperature					
(c) Dishes/items attractively decorated or garnished.					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with constant supervision and considerable assistance.
3. Can perform this task with constant supervision and some assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____



Record of Reasonable Adjustment

Assessment Date: _____

Assessor's Name: _____

Assessor's Signature: _____ **Date:** _____

Adjustment to Assessment Procedures						
Performance Criteria	Evidence Type	Reason for Adjustment	New Activity Details	Competent	Not Yet Competent	Comments
This table is used by the assessor when there is an adjustment in the prescribed assessment tool given.						

INSTRUCTIONS FOR TEACHERS

Guidelines for completing Assessment Plan

1. **Unit Code and title(s) assessed** – indicate information such as **Unit Code** and **Unit title** of assessment completed in the standard.
2. **Context of Assessment** refers to – on the job or institution/school, which will be a simulated activity.
3. **Work Activity Assigned** – Assessors should document:
 - (a) Task/Activity designed and developed may be integrated to assess several performance criteria in one (1) unit or several units
 - (b) Projects
 - (c) Field trips
 - (d) All questions and responses
 - (e) Case studies

All supporting evidence should be attached to the assessment package.

4. **Assessment methods** – Assessors should indicate the assessment methods to be used in conducting the assessments.
5. **Underpinning knowledge and skills** – Assessors should indicate the critical underpinning knowledge and skills related to the unit.
6. **Range, Conditions under which assessment took place**
For example, Occupational Health and Safety requirements
Range of equipment, processes and procedures

Guidelines for Completing the Dimensions of Competency Form

The Dimensions of Competency includes a measurement of all aspects of work performance. The assessment of competency should involve a demonstration of competence in every aspect of the Dimension of Competency, including:

Task Skills:

Identify the various skills required to perform the activity. This can be obtained from examining the performance criteria and range statements

Task Management Skills:

Refer to the ability to manage the various task skills identified

Contingency Management Skills:

Refer to the ability to respond appropriately to irregularities and breakdowns in routine

Employability/ Job Role/ Environment Skills:

Refer to the need to fulfil the requirements and expectations of the organization. Seven (7) generic skills were identified for this purpose, namely:

- Collect, analyse and organise information
- Communicate ideas and information
- Plan and organise activity
- Work with others and in a team
- Use mathematical ideas and techniques
- Solve problems
- Use technology

The Assessor is required to show how these seven generic skills relate to the activity given.

Guidelines for Completing the Assessor Evaluation Form

The Assessor Evaluation form is used by the assessor to record the outcome of the activity completed.

Institution/ Centre – name of the Training Provider

Candidate Name – name of person being assessed (Use BLOCK letters)

Qualification – the occupational area, code and level should be identified

Unit Competency – indicate specific **unit code** and **Unit Title** from the occupational standards used for the assessment

Each activity given to candidates should be evaluated under three (3) broad headings, namely **planning, process** and **product**.

- **PLANNING:** identify all skills required in planning the activity.
- **PROCESS:** involves the assessment of the steps the learners goes through in order to perform the tasks.
- **PRODUCT:** reflects the evaluation of the final outcome expected.

Comment/ Feedback: would include evaluation comments discussed with the candidate.

Rating Scale – the guide listing specific criteria for grading or scoring (rating of 1 – 5 is used).

Key – identifies what value the ratings hold regarding assessment judgments of COMPETENT or NOT YET COMPETENT.

Guidelines for completing Record of Reasonable Adjustment

This form should be completed during the planning stage of the assessment. This is used for candidates who have physical disabilities or impediments and require adjustments in assessments usually done under normal assessment conditions.

Assessment Date – state the date for which the assessment is to be conducted

Assessor's Name – full name required

Assessor's Signature – place your signature after the assessment was conducted

Date – state the date the assessment was conducted

Performance Criteria (PC) – critical outcomes/ steps which have to be achieved and the standard of performance required (Taken directly from the standards)

Evidence Type – refers to evidence required to assess each performance criteria. Minimum of three (3) type of evidence needed for each performance criteria

Reason for Adjustment – state the purpose for the adjustment. For example , candidate has a hearing impairment

New Activity Details – state how the assessment/ activity was altered for the candidate

Competent – state the judgement at the end of the assessment. For example, candidate deemed competent

Not Yet Competent – state the judgement at the end of the assessment

Comments – any feedback given to candidate

Guidelines for completing Final Assessment Record Sheet

Summary of the evidence collected after the candidate has been deemed competent

- The Assessor should complete the form as indicated.
- The **unit code** and **element code** should be named.
- The performance criteria completed should be indicated by a tick (✓) and an (✗) after the last performance criteria number.
- **Range Statement completed** indicated by a tick (✓) – includes all the conditions under which the task must be informed in each unit.
- **Underpinning Knowledge and Skills completed** indicated by a tick (✓) - includes the knowledge and skills required by each performance criteria
- **Critical Employability Skills** should be indicated by a tick (✓) at the end of each unit.

Guidelines for completing Achievement Sheet

The Achievement Sheet is used by the Assessor **to claim** for the CVQ Qualification and unit award/s.

1. The heading of the Achievement Sheet should be filled out by the Assessor, i.e. Training Provider, School's Name and Address, Cycle Start and End, and the Assessor Name, Number and Signature.
2. Candidate ID – Use the candidate's CVQ number.
3. Candidates should be listed in alphabetical order. Use block letters. The same order of listing should be followed on both sheets.
4. Candidates' home address should be entered in the address column on one line. The region code of the candidates' address is listed at the bottom of the Achievement Sheet.
5. In the column of Units Previously Achieved use the letter NA (not applicable) if units were not previously achieved. If the candidate has previously completed units in the occupational standards, the code and the number/s of the units/s should be recorded.
6. Only if all units in the occupational standard have been completed can the full qualification be ticked as Yes, if not tick No.
7. If all twenty (20) lines have not been used on the Achievement Sheet, then the assessor should draw a line diagonally on the sheet from left to right.
8. The Internal Verifier will sign at the base of the Achievement Sheet after the sampling of the candidate's work has been completed.
9. All pages of the Achievement Sheet should be completed. On all pages of the Achievement Sheet the listing of candidates' names should follow the same order as the first sheet. The units of the Occupational area are identified so that assessors can tick (✓) units completed and indicate an (✗) if units were not completed.
10. The school stamp should be placed at the base of all pages of the Achievement Sheet in the designated space, i.e. "Centre's Stamp". The Principal / Vice Principal should sign adjacent to the school stamp.

Portfolio Development

A portfolio is an organised convenient means of collection and presentation of materials which records and verifies a candidate's learning achievements and relates them to the depth and breadth of work required by each unit of the occupational standards. The depth and breadth of work should include a diversity of exhibits which reflects the following **criteria**:

- Writing, Reading and Comprehension Skills
- Critical Thinking and Problem Solving Skills
- Technology Skills
- Practical Skills
- Teamwork Skills

The outline of the portfolio should include information under the following headings:

- Cover Page
- Title Page
- Table of Contents
- Introduction
- Supporting Evidence (Depth & Breadth of Work)
- Self-Assessment/Reflection

Details of EACH Heading

Cover Page

- Name of School
- Occupational Area CVQ Level 1
- Assessors Name
- Candidate's Name
- Year

Title Page

- Caribbean Vocational Qualification
- CVQ Level 1
- Occupational Area
- Year

Table of Contents

- By units
- Number pages

Introduction

- Portfolio of candidate to include personal data, background information on education/training experiences and expectations.

Supporting Evidence

Provides information on the key formative and summative assignments / projects undertaken by the candidates to achieve the performance criteria in each unit on the Occupational Standards. All evidence supplied by the candidate should be reviewed by the assessor using the **criteria given**. **Evidence must be signed and dated on the date of the review by the assessor.**

Suggestions for supporting evidence:

- Written Assignment
- Oral Questions (checklist format)
- Projects
- Work Samples
- Research Assignments
- Fieldtrip reports
- Summative evaluation of practical work
- Digital photographs of candidates performing critical tasks

Self-Assessment/Reflections

Allows candidates to rate their performance against the requirements of the relevant unit/s of competency and allows candidates to reflect in writing whether their expectations have been achieved in the particular occupational area.

Summary

Each candidate in every occupational area *must* prepare a portfolio which will showcase:

- Growth and development of the candidate during the two year period.

Portfolios *must* be kept for evaluation by the Internal Verifier, External Verifier and the Quality Assurance auditor of the Caribbean Examination Council.

RESOURCES

FOOD, NUTRITION AND HEALTH

- Ballam, J. and Wilson, J. *Food 2*. New Zealand: Blake Education, 2010.
- Rankine, P. *Beautiful Hospitality Plus*. Kingston: Peggy Rankine, 2002.
- Tull, A. and Coward A. *Caribbean Food and Nutrition for CSEC*. London: Oxford University Press, 2009.
- Tull, A. *Food and Nutrition*. London: Oxford University Press. 1997.
- Wynn, B. *Food Investigations*. London: Oxford University Press. 1981.

WEBSITES

<http://www.youtube.com/watch?v=nokFu-29YWY>

http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/nutrition/nvscf-vnqau-eng.pdf

http://www.hc-sc.gc.ca/fn-an/nutrition/reference/cons_info-guide_cons-eng.php

<http://lpi.oregonstate.edu/infocenter/index.html>

<http://www.youtube.com/watch?v=fnmLtQs9ybl>

◆ GLOSSARY OF EXAMINATION TERMS

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
account for	Present reason for action or event
annotate	add a brief note to a label
apply	use knowledge of principles to solve problems
assess	present reasons for the importance of particular structures, relationships or process
calculate	arrive at the solution to a numerical problem
classify	divide into groups according to observable characteristics
comment	state opinion or view with supporting reasons
compare	state similarities and differences
construct	use a specific format to make and draw a graph, histogram, pie chart or other representation using data or material provided or drawn from practical investigations, build (for example, a model), draw scale diagram
deduce	make a logical connection between two or more pieces of information; use data to arrive at a conclusion
define	state concisely the meaning of a word or term
demonstrate	show; direct attention to...
describe	provide detailed factual information of the appearance or arrangement of a specific structure or a sequence of a specific process
determine	find the value of a physical quantity
design	plan and present with appropriate practical detail
develop	expand or elaborate an idea or argument with supporting reasons
diagram	simplified representation showing the relationship between components.
differentiate	state or explain briefly those differences between or among items which can be used to define the items or place them into separate categories.

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
discuss	present reasoned argument; consider points both for and against; explain the relative merits of a case
draw	make a line representation from specimens or apparatus which shows an accurate relation between the parts
estimate	make an approximate quantitative judgement
evaluate	weigh evidence and make judgements based on given criteria
explain	give reasons based on recall; account for
find	locate a feature or obtain as from a graph
formulate	devise a hypothesis
identify	name or point out specific components or features
illustrate	show clearly by using appropriate examples or diagrams, sketches
investigate	use simple systematic procedures to observe, record data and draw logical conclusions
label	add names to identify structures or parts indicated by pointers
list	itemise without detail
measure	take accurate quantitative readings using appropriate instruments
name	give only the name of
note	write down observations
observe	pay attention to details which characterise a specimen, reaction or change taking place; to examine and note scientifically
outline	Give basic steps only
plan	prepare to conduct an investigation
predict	use information provided to arrive at a likely conclusion or suggest a possible outcome
record	write an accurate description of the full range of observations made during a given procedure

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
relate	show connections between; explain how one set of facts or data depend on others or are determined by them
sketch	make a simple freehand diagram showing relevant proportions and any important details
state	provide factual information in concise terms outlining explanations
suggest	offer an explanation deduced from information provided or previous knowledge. (... a hypothesis; provide a generalisation which offers a likely explanation for a set of data or observations.)
test	to find out, following set procedures

Western Zone Office
April 2015

CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Secondary Education Certificate®
CSEC®



HOME ECONOMICS

Specimen Papers and Mark Schemes/Keys

Specimen Papers:

Family and Resource Management:

Paper 01

Paper 02

Textiles, Clothing and Fashion:

Paper 01

Paper 02

Food, Nutrition and Health:

Paper 01

Paper 02

Mark Schemes and Key:

Family and Resource Management:

Paper 01

Paper 02

Textiles, Clothing and Fashion:

Paper 01

Paper 02

Food, Nutrition and Health:

Paper 01

Paper 02

SPEC 2015/ 01228010**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®****EXAMINATION****FAMILY AND RESOURCE MANAGEMENT****Paper 01 – General Proficiency***75 minutes***SPECIMEN****READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This specimen consists of 60 items. You will have 75 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following is a labour-saving device?

Sample Answer

- (A) Blender
- (B) Broom
- (C) Duster
- (D) Mop



The best answer to this item is “Blender,” so (A) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later. Your score will be the total number of correct answers.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

1. Which of the following BEST describes the Caribbean family?

- (A) A father, mother and child living together
- (B) A group of people living in a shelter
- (C) Elderly people living in a home
- (D) Siblings sharing an apartment

Items 2–4 refer to the following scenario.

Mr and Mrs Garner have been married for five years and have a three-year old son. They are now sharing a home with Mrs Garner’s retired parents and have agreed that Mrs Garner will continue to work. Mr Garner assists with the preparation of meals, so that his wife is able to devote more time to the care of their son.

2. Based on the scenario above, how many years did the ‘beginning’ stage of the family last?

- (A) One
- (B) Two
- (C) Three
- (D) Five

3. Which of the following types of family is described in the scenario above?

- (A) Nuclear
- (B) Blended
- (C) Extended
- (D) Single-parent

4. Which of the following challenges would be a MAJOR concern for the family if Mr Garner was the only person in the family who was employed?

- (A) Quality time and nurturing
- (B) Education and socialization
- (C) Personal adjustment and goal setting
- (D) Maintenance of the home and surroundings

5. When parents teach their children about the customs and traditions of the family, which function of the family are they carrying out?

- (A) Socialization
- (B) Status conferring
- (C) Transmitting culture
- (D) Providing basic needs

6. Which of the following is LEAST likely to ensure harmonious relationships among members of the extended family?

- (A) Being a good listener
- (B) Expressing sentiments of love
- (C) Assisting in caring for the elderly
- (D) Communicating regularly by phone

7. The ideas, beliefs and feelings which influence decision-making are called
- (A) attributes
 - (B) values
 - (C) goals
 - (D) aims
8. Which of the following BEST describes the challenges faced in the beginning stage of the family life cycle?
- (A) Goal setting, setting up a home, personal adjustments
 - (B) Seeking a job, bachelorhood, living with parents
 - (C) Childbearing, seeking housing, raising children
 - (D) Loneliness, retirement, health problems
9. The FIRST step in the decision-making process is the
- (A) collection of relevant information
 - (B) evaluation of alternatives
 - (C) identification of the problem
 - (D) selection of a plan of action
10. Which of the following processes does NOT occur in the formation of a value?
- (A) Choosing
 - (B) Planning
 - (C) Prizing
 - (D) Acting

Items 11–12 refer to the following scenario.

During the anniversary celebrations, Charles made a careful assessment of the performance of the work groups which he had created. Later, Charles made some changes.

11. Which of the following management processes is Charles carrying out?
- (A) Planning
 - (B) Evaluating
 - (C) Organizing
 - (D) Implementing
12. Which of the following management processes was Charles using when he divided people into work groups?
- (A) Planning
 - (B) Evaluating
 - (C) Organizing
 - (D) Implementing

13. Maria purchased a new school bag because her old school bag was outdated. She has satisfied
- (A) a priority
 - (B) a need
 - (C) a want
 - (D) an impulse
14. Which the following terms describes the income which is received **after** all deductions are taken from a salary?
- (A) Net income
 - (B) Basic income
 - (C) Gross income
 - (D) Secondary income
15. A 'family council' is BEST described as
- (A) a regularly scheduled meeting for all family members to help in decision-making
 - (B) a scheduled meeting to hear the decisions made by the head of the household
 - (C) advice given to family members who are experiencing problems
 - (D) a meeting of family members to socialize and have fun
16. Which of the following factors should have the MOST influence on the setting of priorities?
- (A) Impulses
 - (B) Emotions
 - (C) Needs
 - (D) Wants
17. Which of the following breakfast menus is BEST suited for the special needs of an elderly person on a normal diet?
- (A) Fruit juice, scrambled egg, milk, toast
 - (B) Ham, cheese sandwiches, eggnog
 - (C) Orange, scones, muffins, tea
 - (D) Tuna sandwiches, jam, coffee
18. Your five-year old sister has been left in your care and her clothing caught on fire. The first thing you should do is to
- (A) pick her up and run outside
 - (B) run to the door and shout for help
 - (C) wrap her in a thick towel and roll her on the floor
 - (D) throw some cold water over her and beat out the flames
19. A meal prepared for a two year old toddler should NOT contain any
- (A) oils and fats
 - (B) salt and sugar
 - (C) meat and fibre
 - (D) seeds and bones

20. Which of the following snacks are BEST suited for the special needs of a pre-schooler?
- (A) Corn curls, cheese sandwich, sweets
 - (B) Tuna sandwich, mango, eggnog
 - (C) Bread and jam, orange juice
 - (D) Cheese sandwich, lollipop

21. 'Moral duty and commitment to work' BEST defines the term
- (A) work ethic
 - (B) work study
 - (C) work experience
 - (D) work simplification

Item 22 refers to the following scenario.

Jamie, a social drinker, works as a cashier at a local supermarket and arrives late for work every day. He is usually well-groomed and is well-liked by his co-workers.

22. What aspect of Jamie's behaviour shows a NEGATIVE work ethic?
- (A) His social drinking
 - (B) His grooming
 - (C) His unpunctuality at work
 - (D) His popularity with co-workers
23. Which of the following is the BEST definition for the management process 'controlling'?
- (A) Having everything in place to complete the required tasks
 - (B) Ensuring that planned activities are being carried out
 - (C) Delegating specific jobs to suitable persons
 - (D) Evaluating the results of activities

24. On Saturday, household tasks were shared by family members in an effort to complete the tasks by noon. This allowed time for the family to participate in a concert that began at 1:00 p.m.

Which of the following are benefits of this cooperative experience?

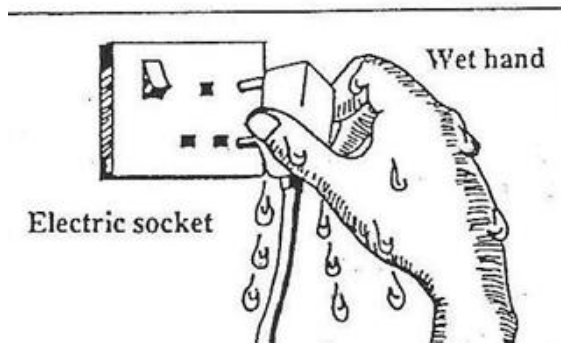
- I. Building team spirit
- II. Efficient use of time
- III. Sense of independence

- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
25. Which of the following is regarded as a non-human resource for the management of the family?
- (A) Knowledge
 - (B) Initiative
 - (C) Money
 - (D) Skills

26. Which of the following is NOT an important factor when carrying out 'work simplification' techniques in a household?
- (A) Lack of communication among family members
 - (B) Difference in age among family members
 - (C) Time schedules of family members
 - (D) Income of family members
27. Which of the following are important considerations in the management of time and energy?
- I. Methods of efficiency
 - II. Job simplification methods
 - III. Making a plan for all activities
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
28. A well-planned budget usually offers an opportunity for
- (A) saving money
 - (B) setting priorities
 - (C) enjoying a holiday
 - (D) a high standard of living
29. Which of the following is considered a flexible (variable) expense in a family budget?
- (A) Car insurance premium
 - (B) Household repairs
 - (C) School fees
 - (D) Rent
30. Mr Henry works for a small salary. He lives in a rented house with his two sons who attend primary school. Which of the following items should Mr Henry MOST likely consider when preparing a budget?
- (A) Food, education, vacation, entertainment
 - (B) Food, education, clothing, gifts
 - (C) Food, education, alcohol, sports
 - (D) Food, education, rent, medicine
31. A major advantage of sound money management is that it helps the family to
- (A) live within its income
 - (B) increase savings quickly
 - (C) avoid damages and losses
 - (D) purchase what family members want
32. Which of the following characteristics of an advertisement should have the LEAST influence on a responsible consumer?
- (A) Interest
 - (B) Honesty
 - (C) Amusement
 - (D) Product information

33. Jill wants to purchase a watch for her brother for his birthday. Which of the following should be the MAIN influence on her decision regarding how much to spend on the watch?
- (A) Her brother's friends have expensive watches.
 - (B) She can afford to pay only \$100 for a watch.
 - (C) Her brother always gives her cheap birthday gifts.
 - (D) The advertisements say that Citizen Watches are the best.
34. When purchasing a house, which of the following persons is required to transact the business of transfer of ownership to the buyer?
- (A) Surveyor
 - (B) Architect
 - (C) Lawyer
 - (D) Vendor
35. Which of the following does NOT contribute to the physical and aesthetic wellbeing of a family home?
- (A) Layout
 - (B) Television
 - (C) Furnishings
 - (D) Decorations
36. Which of the following are safe methods of purifying water for drinking purposes in the home?
- I. Boiling
 - II. Filtering
 - III. Use of chlorine bleach
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
37. Career planning is important in order to
- (A) identify the requirements for a given profession
 - (B) assist family members in achieving their goals
 - (C) determine the salaries offered for specific jobs
 - (D) satisfy an individual's needs and wants
38. The BEST way to avoid accidents in the home is to
- (A) discourage smoking in bed
 - (B) keep traffic areas well lit at all times
 - (C) be on the alert and observe safety rules
 - (D) have a safety plan for escape in case of fire
39. Which of the following tools and equipment can be regarded as a set of labour-saving devices for use in the home?
- (A) Dust pan, hand broom, duster
 - (B) Rolling pin, spatula, steaming mould
 - (C) Food mixer, blender, pressure cooker
 - (D) Egg slicer, vegetable peeler, food cover

Item 40 refers to the following diagram.



40. Which accident is MOST likely to occur as a result of the action illustrated in the diagram above?

- (A) Power failure
- (B) Broken finger
- (C) Burns
- (D) Shock

41. Which of the following attributes is MOST useful in preparing for the world of work?

- (A) Thrift
- (B) Loyalty
- (C) Tolerance
- (D) Discipline

42. A one-storey house with two bedrooms and all the other amenities for living is called a

- (A) cottage
- (B) duplex
- (C) caravan
- (D) bungalow

Items 43– 44 refers to the following scenario.

Mr Lewis ordered a vacuum cleaner from a travelling salesman and was told the vacuum cleaner would cost \$350. As agreed, the salesman delivered the vacuum cleaner a week later and Mr Lewis paid and signed the delivery note. At a later date, Mr Lewis discovered that he was charged a total of \$375, an additional \$25 for delivery. Mr Lewis protested but got no satisfaction from the salesman.

43. Mr Lewis MOST likely did not get any satisfaction when he protested because

- (A) he had ordered the vacuum cleaner
- (B) the salesman did not give a warranty
- (C) he had already signed the delivery note
- (D) the salesman had returned within a specific time

44. Which of the following should be Mr Lewis's FIRST steps in seeking redress?

- (A) Contact a consumer organization
- (B) Contact the salesman's boss
- (C) Write to the manufacturer
- (D) Consult a lawyer

45. Which of the following actions are considered socially unacceptable at the dinner table?

- I. Drinking slowly
- II. Talking while chewing
- III. Patting your face with the napkin

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

46. A floral arrangement adds to the

- (A) colour, design and interest of a room
- (B) interest, colour and shape of a room
- (C) colour, size and design of a room
- (D) design, shape and size of a room

Items 47—49 refer to the following letter.

2 November 2015

Dear Mr and Mrs Harvey

You are cordially invited to attend a formal dinner to celebrate our 25th wedding anniversary. The dinner will be held on Monday, 10th December at 7:00 p.m. sharp. Please be early as seating will be reserved in anticipation of your attendance.

Yours sincerely
John Sorzano

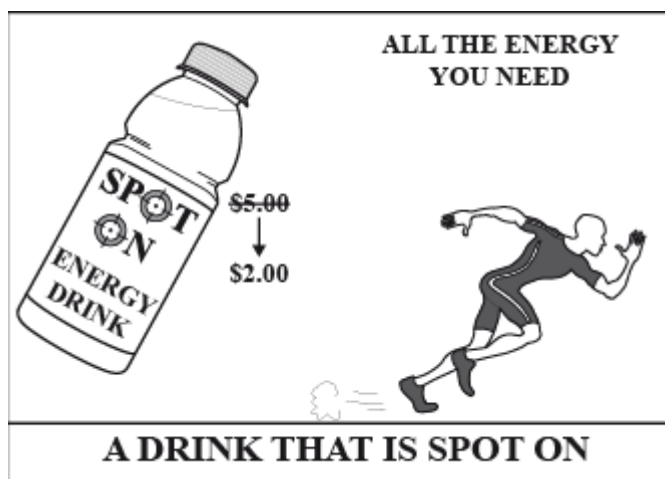
RSVP

47. Which of the following statements is true?

- (A) Mr Harvey is the host.
- (B) Mr Harvey is a guest.
- (C) Mr Sorzano is a guest.
- (D) Mr Sorzano is the typist.

48. The letters RSVP at the end of the letter mean
- (A) respectfully yours
 - (B) reserve seats very promptly
 - (C) respond to the invitation to attend
 - (D) reserve seats for very important people
49. Mr Sorzona informed a waitress that there was a shortage of crockery at a guest's table. Which of the following of items should the waitress add to the table?
- (A) Napkins, glasses, plates
 - (B) Salads, fruits and dessert
 - (C) Knives, spoons and forks
 - (D) China bowls, teapot and teacups
50. Which of the following is the MOST important consideration when arranging furniture in a living room?
- (A) Placing large pieces of furniture in the middle
 - (B) Grouping furniture according to size
 - (C) Making sure there is formal balance
 - (D) Leaving traffic areas clear
51. Which of the following is NOT promised in a product guarantee (warranty)?
- (A) The assurance of redress
 - (B) Suitability of the product for sale
 - (C) A high quality product for a low price
 - (D) Repair of the product within a stated period
52. The consumer right which is violated when an unlabelled bottle of medicine is sold in a pharmacy is the right to
- (A) redress
 - (B) choose
 - (C) consumer education
 - (D) accurate information

Items **53–54** refer to the following advertisement.



- 53.** The MAIN advertising appeal is most likely
- (A) thirst
 - (B) health
 - (C) wealth
 - (D) beauty
- 54.** Which of the following pieces of information could be misleading in the advertisement?
- (A) All the energy you need
 - (B) Was \$5.00 now \$2.00
 - (C) Spot on energy drink
 - (D) The man running

Items **55–56** refer to the following work-related factors.

- (A) Planning sessions
- (B) Values and goals
- (C) Internships
- (D) Communication skills

In answering Items **55–56**, each option may be used once, more than once or not at all.

Which of the above factors

- 55.** provide work experience?
- 56.** are characteristics of a good worker?
- 57.** After Kamla greets her guests for the dinner party, what is the next BEST action in keeping with her duties as a hostess?
- (A) Mingle with the guests and make introductions
 - (B) Encourage conversation among the guests
 - (C) Invite guests to the dinner table
 - (D) Ask someone to say grace

Items 58–59 refer to the following items used for a buffet setting.

- (A) Plates
- (B) Main course items
- (C) Serving utensils
- (D) Beverage items

In answering Items **58–59**, each option may be used once, more than once or not at all.

58. Which items are placed in the starting position?

59. Which items are placed at the far end of the table?

60. Which of the following behaviours is acceptable when dining at a restaurant?

- (A) Waiting to be seated
- (B) Shouting at the waiter
- (C) Speaking with food in your mouth
- (D) Raising conversation about personal issues

CSEC Family and Resource Management SPECIMEN PAPER			
Item No.	Syllabus Reference	Key	Profile Level
1	1.1	A	P1
2	1.4	B	P2
3	1.2	C	P2
4	1.5	D	P2
5	1.3	C	P1
6	1.6	D	P2
7	2.3	B	P1
8	1.5	A	P1
9	2.8	C	P1
10	2.3	B	P1
11	2.9	B	P2
12	2.9	C	P2
13	4.6	C	P1
14	3.10	A	P1
15	1.3	A	P1
16	2.4	C	P1
17	1.12	A	P2
18	1.9	C	P2
19	1.12	D	P1
20	1.12	B	P2
21	6.1	A	P1
22	6.1	C	P2
23	2.2	B	P1
24	6.1	A	P2
25	3.1	C	P1
26	3.6	D	P1
27	3.3	D	P2
28	3.15	A	P2
29	3.17	B	P1
30	3.16	D	P2
31	3.13	A	P1
32	4.5	C	P1
33	2.4	B	P2
34	7.3	C	P1
35	7.5	B	P1
36	1.9	B	P1
37	6.6	A	P1
38	1.9	C	P1
39	3.7	C	P1
40	1.9	D	P2
41	6.2	D	P2
42	7.2	A	P1

Item No.	Syllabus Reference	Key	Profile Level
43	4.3	C	P2
44	4.10	B	P2
45	5.7	C	P1
46	7.10	A	P1
47	5.5	B	P2
48	5.5	C	P1
49	7.10	D	P2
50	7.8	D	P1
51	4.1	C	P2
52	4.3	D	P2
53	4.4	B	P2
54	4.4	A	P2
55	6.6	C	P2
56	6.2	D	P2
57	5.4	A	P2
58	7.10/7/11	A	P1
59	7.10/7.11	D	P1
60	5.7	A	P1



TEST CODE **01228020/SPEC**

SPEC 2015/01228020

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

FAMILY AND RESOURCE MANAGEMENT

Paper 02 – General Proficiency

2 hours 20 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions.
2. Answer ALL questions.
3. Write your answers in the spaces provided in this booklet.
4. DO NOT write in the margins.
5. You are advised to take some time to read through the paper and plan your answers.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s), you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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Answer ALL questions.

1. (a) State TWO major forms of family that exist in the Caribbean.

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.....

(2 marks)

- (b) “Just as the family is made up of individual members, the community is made up of individual families.”

Describe TWO functions which are performed by the family that are also performed by the community.

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(4 marks)

- (c) Every year, Mr Robinson travels to the USA to work on the seasonal Farm Work Scheme from April to September. While he is overseas, his wife and teenaged daughters try to maintain a normal family life.

- (i) Briefly discuss TWO challenges that the family is likely to experience during the period when Mr Robinson is overseas.

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(4 marks)

- (ii) For EACH of the challenges identified in (c) (i), suggest ONE way in which the family could use available resources to overcome or reduce the negative effects.

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(4 marks)

- (iii) Outline ONE benefit to the family derived from Mr Robinson working in the USA.

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.....

(2 marks)

Total 16 marks

2. (a) (i) State TWO principles of management.

.....
.....

(2 marks)

- (ii) Outline TWO guidelines which families should follow when utilizing resources.

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.....
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(4 marks)

- (b) Sixth form students, Kye and his sister Kaela, both want to play professional football after they graduate from secondary school. Their parents, however, would prefer that they pursue a university education first.

- (i) Identify the TWO conflicting values in the case above.

.....
.....

(2 marks)

- (ii) Identify the TWO conflicting goals in the case above.

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(2 marks)

- (iii) Explain TWO appropriate conflict management approaches that could be used by the family to resolve the conflict in a manner that will allow both the parents and children to feel satisfied.

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(6 marks)

Total 16 marks

3. (a) Outline THREE factors that could influence the purchasing behaviour of individuals.

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(6 marks)

(b) Khara read the following advertisement in a Sunday newspaper.



(i) List TWO consumer rights that are embedded in this advertisement.

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(2 marks)

- (ii) Briefly discuss TWO consumer responsibilities that Khara needs to display while purchasing any of the items advertised in the above sale.

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(4 marks)

- (iii) After purchasing an appliance that was advertised, Khara found out that the product was malfunctioning.

Identify TWO consumer agencies and state ONE role that EACH agency could play to assist Khara with her problem

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(4 marks)

Total 16 marks

4. (a) Describe TWO roles of the management team in staging a special event.

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(4 marks)

(b) State any TWO of the first three steps in planning an event.

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(2 marks)

(c) Mr and Mrs Love are celebrating their 20 wedding anniversary with a grand dinner celebration and your company is submitting a proposal to manage the event.

(i) List SIX categories of information that should be included in the proposal for the dinner celebration.

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(6 marks)

(ii) Explain ONE reason for including EACH of any TWO of the categories listed in (c) (i).

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(4 marks)

Total 16 marks

5. (a) (i) Define the term 'leisure'.

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(2 marks)

(ii) State TWO benefits of leisure to members of the family.

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(2 marks)

(iii) Name TWO different types of leisure activities in which families can be involved.

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(2 marks)

(b) Some members of your father's family do not relate well to each other and some cousins do not even know each other. You were asked to suggest ways of bringing the family together to build relationships.

(i) Describe ONE indoor and TWO outdoor activities that will engage both the seniors and the younger members of the family in meaningful interaction.

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(6 marks)

- (ii) Explain TWO benefits that will be gained by the family from involvement in the activities.

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(4 marks)

Total 16 marks

6. (a) State FOUR precautions that families should take to ensure electrical safety in the home.

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(4 marks)

(b) Identify ONE safety feature that should be present on EACH of the following:

- Stairs
- Floors

.....
.....

(2 marks)

(c) Your uncle has a fear of using and storing weedicides in the house because of the possibility of someone getting seriously ill or being poisoned.

(i) State THREE precautions your uncle should take to ensure he does not become ill from using weedicides in his garden.

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(3 marks)

(ii) For EACH precaution stated in (i), give ONE reason why EACH should be followed.

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(3 marks)

- (iii) Outline TWO precautionary measures your uncle should take to prevent accidental poisoning from occurring with any family member.

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(4 marks)

Total 16 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

01228020/KMS 2015/SPEC

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

FAMILY AND RESOURCE MANAGEMENT

PAPER 02

KEY AND MARK SCHEME

MAY/JUNE 2015

SPECIMEN PAPER

FAMILY AND RESOURCE MANAGEMENT

PAPER 02

KEY AND MARK SCHEME

Question 1

SECTION 1 Objectives: 2, 3, 7 and 6.

(a) Major forms of family in the Caribbean

- Nuclear
- Extended
- Single parent
- Sibling household
- Blended/Combined/Reconstituted

Any TWO forms stated, 1 mark EACH

(2 x 1 = 2 marks)

(b)

Function	Family	Community
Economic	Provision of basic family needs	Provide opportunities for employment
Socialization	Provision of education and instruction about living harmoniously in a conjugal unit	Provision of structures like schools and churches, to facilitate the acquisition of culturally appropriate skills and behaviours needed for coexistence with others in the community
Division of Labour	Assignment of tasks in the family based on ability and other appropriate personal qualities for the mutual benefit of all members	The allocation of functions and services to relevant government or service agencies and organizations in order to meet the demands of the individuals and families in the community

Any TWO functions described, 2 marks EACH

(2 x 2 = 4 marks)

1 mark for description relating to the family

1 mark for description relating to the community

**FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME**

Question 1 cont'd

(c) (i) Challenges the family is likely to experience:

- The absence of the physical presence of Mr Robinson to provide his wife and teenaged daughters with emotional support.
- With Mr Robinson being physically away from home, his family may not feel as safe at home, especially at night.
- Domestic activities which are normally assigned to the adult male in the family may not be adequately taken care of during his period of absence.

Any TWO challenges adequately discussed, 2 marks EACH
(2 x 2 = 4 marks)

One mark for partial discussion

(i) Ways to overcome challenges identified at (c)(i)

- The family could use communication technology such as the internet to talk with Mr Robinson on a regular basis.
- The family could install security cameras, burglar bars or some other form of additional protection to help them feel safer when Mr Robinson is overseas.
- In Mr Robinson's absence, the family could pay someone to perform domestic tasks such as fixing the roof or other repairs to the home.

Any TWO suitable ways suggested, 2 marks EACH
(2 x 2 = 4 marks)

1 mark only if suggestion does not address specific challenge in (i)

(ii) Benefits to be derived from the living arrangement

- Mr Robinson is likely to earn more income to support his family overseas than he is likely to earn working at home.
- The children could develop more independence and self-reliance as a result of the absence of the adult male.

Any ONE suitable benefit fully outlined, 2 marks
(2 x 1 = 2 marks)

1 mark for partial outline

TOTAL 16 marks

FAMILY AND RESOURCE MANAGEMENT**PAPER 02****KEY AND MARK SCHEME****Question 2****SECTION 2. Objectives: 2, 5, 6 and SECTION 3: Objective 1**

(a) (i) Principles of Management:

- Work should be assigned according to the skills of the individual
- Parity between authority and responsibility (everyone must take responsibility for tasks assigned).
- Tasks should be clear and simple.
- Subordinates should receive orders and be accountable to one and only one superior.
- Motivation of individuals greatly influences the achievement of goals
- Clear line of authority from top to bottom.

Any TWO principles stated, 1 mark EACH (2 x 1 = 2 marks)

(ii) Guidelines to follow when using resources

- Allocate resources appropriately, wrong allocations can result in wastage or goals not being achieved
- Make a spending plan to spend money wisely, follow it and review it periodically
- Manage time by making and following a time plan. Set priorities and make sure the priorities are attended to first.
- Institute control mechanisms to provide checks and balances to ensure plans are followed and resources are used wisely not wasted. For example, schedules, reminders
- Evaluate progress and make corrective changes if and when necessary.
- Use time and energy saving devices and strategies when performing tasks.

Any ONE appropriate guideline outlined, 2 marks EACH

(2 x 2 = 4 marks)

1 mark for partial outline

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 2 cont'd

(a) (i) Conflicting Values

The parents value education but the children value sports.

1 mark for EACH value identified (2 x 1 = 2 marks)

(ii) Conflicting Goals

The parents' goal is for their children to achieve a university education after secondary school whereas the children's goal is to play football after secondary school.

1 mark for EACH goal identified (2 x 1 = 2 marks)

(iii) Conflict management approaches the family could utilise

- Accommodating: The parents and children listen to each other's case and one party will sacrifice and give the opposing side what it wants. This approach may appear to be one-sided but rather than take a strong position hoping for a win, it is necessary to teach children that they cannot always have things their way and that they must think about the needs of others and sometimes deny themselves for the good of others. It is a value that is best taught by modeling.
- Collaborating: Both the parents and children will have to state their case, make suggestions and try to integrate all of the suggestions made to come up with a viable solution.
- Compromising: Both parents and children talk the problem through and come up with a solution in which both parties will have to meet each other half way.
- Mediation: Using the assistance of personnel such as a pastor, coach, teacher, counsellor or grandparents who will sit down with the parents and children and assist them in working through their problems in a productive manner.

Any appropriate conflict management approach correctly identified,

1 mark EACH

The approach correctly and adequately explained, 2 marks EACH

1 mark for partial explanation

(3 x 2 = 6 marks)

TOTAL 16 marks

FAMILY AND RESOURCE MANAGEMENT

PAPER 02

KEY AND MARK SCHEME

Question 3

Section 4 Objectives: 5, 3, 4

(a) Factors that could influence purchasing behaviour

- Advertisements — Create a need and encourage persons to purchase goods and services.
- Availability of money/credit — Creates a feeling of power so individuals spend as they please.
 - Information — Enables individuals to make informed decisions, while the lack of information causes people to either act hastily or cautiously.
 - Education — As people's knowledge and experience broaden, they are able to make wiser choices. For example if a person is educated about the effects of certain harmful foods that person may refrain from purchasing such foods.
 - Attitude of the sales agent - Some sales clerks are so convincing or so helpful and pleasant that an individual could end up purchasing an item they did not originally plan to purchase.

Any THREE factors given, 2 marks EACH
1 mark for identifying the factor
1 mark for the outline given

(3 x 2 = 6 marks)

(b) (i) Consumer rights:

- Right to information
- Right to redress
- Right to choose

Any TWO rights listed, 1 mark EACH

(2 x 1 = 2 marks)

**FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME**

Question 3 cont'd

(ii) Consumer responsibilities that Khara should display:

- Khara should ask questions, read and examine items carefully to get adequate information especially when purchasing used items.
- She must not allow the store clerks to persuade her to buy what she does not want or need or what she is not satisfied with.
- She should only purchase an item if she is given a demonstration to ensure that it is functioning properly.
- If Khara is purchasing new appliances, she must ensure that she receives a warranty for every appliance that she purchases.

Any TWO responsibilities adequately discussed, 2 marks EACH

(2 x 2 = 4 marks)

1 mark for partial discussion

(iii)

- Bureau/agency for standards: To ensure that any items that Khara purchase meet the required standards laid out by the government or universal safety standards.
- A consumer council: To receive Khara's complaints and assist her in seeking redress if any items she purchased are not working properly.

1 mark for identifying the correct agency

(2 x 2 = 4 marks)

1 mark for stating their role

Total 16 marks

FAMILY AND RESOURCE MANAGEMENT

PAPER 02

KEY AND MARK SCHEME

Question 4

Section 5 Objectives 4, 2, 3

(a) Roles of management team in staging a special event:

- Plans the event: Responsibility for deciding the details of the event such as type of event, guests, date and time, venue, budget and all logistics.
- Seeks the necessary permissions and approvals required to stage the event.
- Ensures that all policies, rules and procedures are adhered to.
- Sources resources, allocates them and delegates responsibilities
- Executes the event by using processes such as controlling and evaluating to ensure the event is running smoothly.
- Ensures that after the event, the cleaning up is done and everything is returned to its respective place.
- Evaluates and reports on the outcome of the event.

For EACH role fully described, 2 marks EACH (2 x 2 = marks)
1 mark for partial description

(b) First three steps in event planning

- Decide on who, what, where, when, why
- Prepare the budget.
- Select a specific date and reserve the venue.

Any TWO listed, 1 mark EACH (2 x 1 = 2 marks)

(c) (i) Categories of information included in dinner proposal

- Information about the business and the services offered
- Description of the purpose of the event
- Details of the venue and facilities
- Proposed guest list and invitations
- The proposed budget
- Catering: Food and drinks and service needed
- The programme of events
- Security arrangements
- List of responsibilities for the work team

Any SIX listed, 1 mark EACH (6 x 1 = 6 marks)

FAMILY AND RESOURCE MANAGEMENT**PAPER 02****KEY AND MARK SCHEME****Question 4 cont'd**

(ii) Reasons for including each category:

- Information about your business and the services offered: It will build Mr and Mrs Love's confidence in the business and its ability to execute a successful dinner and they will know what services the company plans to render during the event.
- Description of the purpose of the event: To find out if the event manager has interpreted the couple's wishes accurately and if they are satisfied with the form the dinner will take.
- Details of the venue and facilities: The couple will know what physical resources are required to stage the event successfully
- Proposed budget: The couple will know the total cost of the event and they will be able to decide whether they can afford it or if it has to be scaled down and the company will know how much money it has at its disposal.
- Proposed guest list and invitations: The couple will be able to see if all desirable persons will be invited and if there are any omissions.
- Catering: Food, drinks and service — The couple will decide if they like the menu or not.
- The programme: The couple will be able to determine if they are satisfied with the programme and the company will know what and who will be required in advance
- Security arrangements: If provision should be made for the services of security personnel or someone to ensure that materials as well as guests and their belongings are safe.
- List of responsibilities for the work team: Both the couple and the management team will know who is responsible for what and the team will be able to monitor them.

Any TWO reasons adequately explained, 2 marks for EACH

(2 x 2 = 4 marks)

1 mark for partial explanation

Total 16 marks

FAMILY AND RESOURCE MANAGEMENT

PAPER 02

KEY AND MARK SCHEME

Question 5

Section 6 Objective: 7

(a)

(i) Definition of 'leisure'.

Leisure is a time free from obligations and work when people engage in a set of activities for relaxation, competition, or personal growth.

**Two marks for full definition
1 mark for partial definition**

(2 x 1 = 2 marks)

(ii) Benefits of leisure to the family:

- Brings fun and relaxation to the family
- Allows the family to spend quality time together
- Improves communication among family members and develops other social skills
- Encourages growth and maturity when family members engage in competitive activities
- Allows family members to release stress

Any TWO benefits stated, one mark EACH

(2 x 1 = 2 marks)

(iii) Types of leisure activities:

- Reading
- Playing games
- Going on picnics and outings
- Painting
- Listening to music
- Watching movies

Any TWO activities correctly named, 1 mark EACH (2 x 1 = 2 marks)

(c) Meaningful indoor and outdoor activities:

- Indoor: Any appropriate activity that both young and seniors will enjoy especially one that involves teams, for example, Team activities such as playing games, solving riddles and guessing 'what is it' or staging a fashion show.
- Outdoor: Any suitable activity in which both seniors and younger members could engage, such as, Low impact sports, for example, novelty races, picnics, cookout competitions.

**Any ONE appropriate indoor activity adequately described, 2 marks
Any TWO appropriate outdoor activities adequately described, 2 marks
EACH**

(3 x 2 = 6 marks)

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 5 cont'd

(ii) Benefits that will be gained by involvement in activities:

The activities will help

- improve communication and relationships among family members
- family members to cooperate to win or accomplish the outcomes
- family members to find out information about each other resulting in them getting to know each other better.

Any TWO appropriate benefits adequately explained, 2 marks EACH

(2 x 2 = 4 marks)

Total 16 marks

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 6**SECTION 7 Objectives: 6, 7 and 11**

(a) Precautions to ensure electrical safety in the home:

- Place covers on all outlets.
- Do not plug in several appliances/gadgets in outlets to cause overloading.
- Install a sufficient number of outlets to avoid overloading.
- Do not install outlets near sinks where water can splash into the sockets.
- Do not plug heavy appliances or equipment in 110 outlets; install 220 sockets for them.
- Check for and repair faulty wiring.
- Do not use faulty electrical equipment.

Any FOUR stated, 1 mark EACH

(4 x 1 = 4 marks)

(b) Safety features that should be present:

Stairs

- The use of railings
- Adequate lighting
- Non slip material on the stairs
- Free from mats and rugs and other loose materials

Floors

- Non-skid floor finish
- Free from spills and grease
- Free from cracks and holes
- No items lying on the floor
- No electrical cords lying across the floor

Any ONE safety feature correctly identified for EACH area, 1 mark

(2 x 1 = 2 marks)

(c) (i) Precautions to be taken when using weedicides:

- Wear protective gear — For example, respirator, covering for his body, gloves
- Read and follow all instructions on the container
- Wash/bathe immediately if the weedicide comes in contact with his skin
- Wash hands before eating

Any THREE stated, 1 mark EACH

(3 x 1 = 3 marks)

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 6 cont'd

Reasons precautions should be followed:

- Wear protective gear
Reason: To prevent the weedicide from penetrating uncle's skin and from breathing it in.
- Read and follow all instructions on the container
Reason: Failure to follow instructions could result in him becoming ill.
- Wash/bathe immediately if the weedicide comes in contact with his skin
Reason: To reduce the possibility of the weedicide penetrating your uncle's skin and causing him harm.
- Wash hands before eating
Reason: To avoid the weedicide entering his stomach and poisoning his body

Any THREE appropriate reasons given, 1 mark EACH

(3 x 1 = 3 marks)

(iii) Measures to prevent accidental poisoning

- Store the weedicide on a high shelf in a storage area outside the house and keep the area locked from children.
- Do not pour out and store in other bottles, for example, soft drink bottles with the original label on.
- If he must store it in a container other than the original container, label it with large, clear writing, for example, "POISON, Do NOT Drink or Taste"

Any TWO measures fully outlined 2 marks EACH

(2 x 2 = 4 marks)

1 mark for partial outline

Total 16 marks



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**CARIBBEAN EXAMINATIONS COUNCIL
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EXAMINATION

TEXTILES, CLOTHING AND FASHION

Paper 01 – General Proficiency

75 minutes

SPECIMEN

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

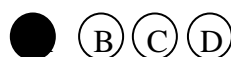
1. This specimen consists of 60 items. You will have 75 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following is a filament yarn?

Sample Answer

- (A) Silk
- (B) Wool
- (C) Linen
- (D) Cotton



The best answer to this item is “Silk,” so (A) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later. Your score will be the total number of correct answers.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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1. When placed in acetone (nail polish remover), a piece of acetate will
 - (A) wrinkle and discolour
 - (B) dissolve completely
 - (C) shrink to a smaller size
 - (D) turn into a hard bead

2. In cold, dry weather, orlon sweaters may soil easily because orlon is
 - (A) electrostatic
 - (B) thermoplastic
 - (C) water-repellent
 - (D) abrasion resistant

3. Wool fibre has the ability to felt because of its
 - (A) bulk
 - (B) elasticity
 - (C) crimp structure
 - (D) overlapping scales

4. Which of the following phrases may be used to describe nylon?
 - I. Great strength
 - II. Easily absorbs moisture
 - III. A high degree of elasticity
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

5. Which of the following are acrylic fibres?
 - I. Nylon
 - II. Acrilan
 - III. Courtelle
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

6. Which of the following fibres is MOST suitable for making swimwear?
 - (A) Dicel
 - (B) Lycra
 - (C) Lirelle
 - (D) Dralon

7. Which of the following natural fibres is derived from vegetable sources?
- (A) Silk
 - (B) Wool
 - (C) Cotton
 - (D) Cashmere
8. Which of the following is NOT considered a weft knit?
- (A) Rib
 - (B) Purl
 - (C) Jersey
 - (D) Raschel
9. Which of the following finishes CANNOT be successfully applied to a 100 per cent cotton fabric?
- (A) Stain and mildew resistant
 - (B) Permanent pleating
 - (C) Shrink resistant
 - (D) Flame resistant
10. Which of the following is the strongest in a piece of woven fabric?
- (A) warp
 - (B) weft
 - (C) bias
 - (D) selvedge
11. The raw materials from which fabric is made are called
- (A) fibres
 - (B) textiles
 - (C) filaments
 - (D) synthetics
12. Which of the following general rules should NOT be followed when removing a stain from the fabric of a garment?
- (A) Wash the garment immediately.
 - (B) Treat the stain as soon as possible.
 - (C) Remove the stain before laundering.
 - (D) Test the cleaning agent on a sample of the fabric.
13. The print patch may be used when repairing a hole in a
- (A) rayon damask tablecloth
 - (B) fluffy cotton blanket
 - (C) striped cotton skirt
 - (D) cotton pillowcase

14. Which of the following treatments would give the BEST results when soaking clothing?

- (A) Leaving overnight in soapy water
- (B) Adding fabric softener and water
- (C) Using cold water with bleach
- (D) Using warm soapy water

15. When choosing patterned materials for wear, the factor which should be given the MOST consideration is the

- (A) age of the wearer
- (B) preference of the wearer
- (C) figure type of the wearer
- (D) complexion of the wearer

16. Which of the following colours does NOT produce a slimming effect?

- (A) Dark green
- (B) Orange
- (C) Black
- (D) Navy

17. A complimentary colour scheme is one in which the colours used

- (A) are directly opposite each other on the colour wheel
- (B) are adjacent to each other on the colour wheel
- (C) belong to a monochromatic colour scheme
- (D) are closely related on the colour wheel

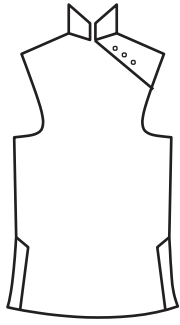
18. Which of the following groups of items are examples of notions?

- (A) Zippers, elastic, bobbins
- (B) Bobbins, buttons, bias tape
- (C) Buttons, zippers, elastic
- (D) Bias tape, tape measure, thread

19. The outline of a figure or garment is called the

- (A) illusion
- (B) silhouette
- (C) style feature
- (D) design feature

Items 20–21 refer to the following diagram of a style of garment.



20. Which of the following cultures influences the style shown in the diagram above?

- (A) Indian
- (B) Chinese
- (C) African
- (D) European

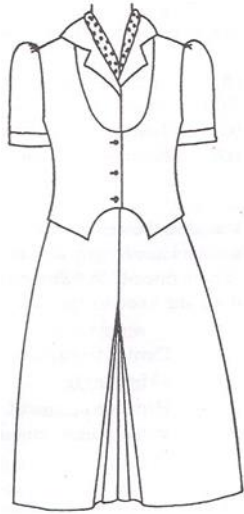
21. What is the name of the type of collar shown on the garment?

- (A) Wing
- (B) Sailor
- (C) Peter Pan
- (D) Mandarin

22. You are invited to the Indian Embassy and told to wear an outfit that is representative of that culture. Which of the following dresses is representative of Indian culture?

- (A) Sari
- (B) Caftan
- (C) Kimono
- (D) Cheongsam

Item 23 refers to the following diagram of an outfit.



- 23.** For which of the following occasions would the outfit shown in the diagram above be considered MOST suitable?
- (A) Office picnic
 - (B) Football game
 - (C) Business lunch
 - (D) Wedding anniversary
- 24.** A fashion merchandiser is responsible for
- (A) promoting the sale of garments
 - (B) providing fabric for cutting designs
 - (C) selecting garments for fashion shows
 - (D) grading patterns for marker preparation
- 25.** Which of the following persons is responsible for ensuring that garments with defects do not reach the store?
- (A) Manager
 - (B) Supervisor
 - (C) Fashion merchandiser
 - (D) Quality control officer
- 26.** How often should lint and ends of threads be removed from industrial sewing machines?
- (A) Every day
 - (B) Once a year
 - (C) Once a week
 - (D) Every three months

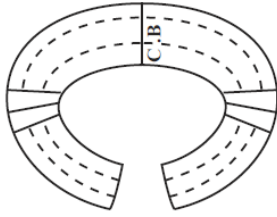
27. A department store returned a batch of shirts to the manufacturer because the collar points of the shirts were uneven. Which of the following persons may have been responsible for the problem?
- (A) Sample maker
 - (B) Supervisor
 - (C) Designer
 - (D) Stitcher

Item 28 refers to the following diagram of a stitch which has been sewn with a sewing machine.



28. The stitch illustrated in the above diagram results when the
- (A) bobbin is full
 - (B) top tension is too tight
 - (C) type of thread used is unsuitable
 - (D) needle is not firmly fixed in position.
29. Which of the following steps should be done FIRST when oiling a sewing machine?
- (A) Remove all lint and dust from around the bobbin case
 - (B) Ensure that the needle is in the upper-most position
 - (C) Run the machine on a scrap of fabric then apply a lubricant
 - (D) Apply a lubricant in the holes then run the machine for a few minutes
30. Alison's velvet wedding gown became wrinkled during shipping. Which of the following pieces of equipment should be used to assist in removing the wrinkles?
- (A) Iron and needle board
 - (B) Pressmitt and seam roll
 - (C) Tailor's board and press cloth
 - (D) Point presser and brush
31. Nadine wants to make a mini cargo skirt by altering a knee length skirt. Which of the following measurements does she need in order to alter the skirt?
- (A) Hip
 - (B) Waist
 - (C) Centre front
 - (D) Skirt length

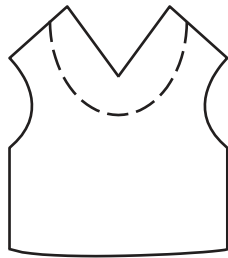
Item 32 refers to the following diagram of a facing.



32. The facing shown in the diagram above should be used to neaten

- (A) a hem
- (B) an armhole
- (C) a neckline
- (D) a waistline

Item 33 refers to the following diagram of a garment.



33. The neckline of the garment shown above is to be altered from a V-neck to a round/scoop neck. Which of the following pieces of equipment is MOST suitable for making the alteration?

- (A) Ruler
- (B) French curve
- (C) Tape measure
- (D) Tracing wheel

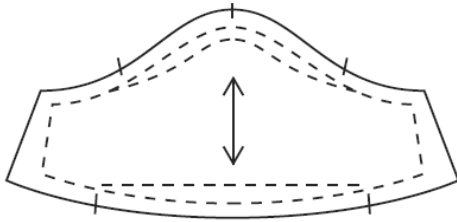
34. If all of your measurements do not correspond perfectly with those available in a dress pattern, you should choose the size with measurements nearest to your own for the

- (A) length
- (B) waist
- (C) bust
- (D) hip

35. Which of the following pattern markings are found on a commercial pattern?

- I. Grain lines
 - II. Notches
 - III. Darts
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

Item 36 refers to the following diagram of a sleeve.



36. The sleeve shown in the diagram above may be adapted from a basic sleeve by

- (A) lengthening and widening
- (B) slashing and spreading
- (C) measuring and cutting
- (D) pinning and shortening

37. You are given a piece of fabric to make a skirt for a folk dance class. Which of the following methods would provide the GREATEST ease of movement for the wearer of the skirt?

- (A) Gathers and pleats
- (B) Shirring and binding
- (C) Tucks and hemming
- (D) Casing and gathers

38. Which of the following is NOT a right of the consumer?

- (A) Right to choose
- (B) Right to redress
- (C) Right to discounts
- (D) Right to be informed

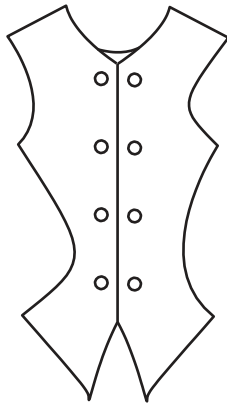
39. Mitchell is making a tote bag from denim fabric. Which of the following seams is MOST suitable for making the bag?

- (A) Flat fell
- (B) French
- (C) Bound
- (D) Plain

40. Which of the following would indicate that the raw edges of a garment have been finished?

- (A) Binding and hems
- (B) Zippers and buttons
- (C) Loops and binding
- (D) Hems and loops

Item 41 refers to the following diagram of a leather waistcoat.



41. The waistcoat shown in the diagram above opens at the centre front. Which of the following fastenings would be MOST suitable for securing the opening?

- (A) Press studs
- (B) Velcro tape
- (C) Eyelets and laces
- (D) Buttons and button holes

42. To avoid the stretching of a shoulder seam on a single-knit jersey, stitch

- (A) a single row of machining with tight upper tension
- (B) two rows of tight machining directly on the seam line
- (C) seam binding on the seam edge
- (D) seam binding on the seam line

43. Which of the following describes a Peter Pan collar?

- (A) A turnover collar with revers
- (B) A round collar lying flat on the shoulders
- (C) A straight collar which stands above the neckline
- (D) A turnover collar which stands above the neckline

44. Which of the following window treatments does NOT control light and privacy at windows?

- (A) Pelmet
- (B) Lace curtains
- (C) Venetian blinds
- (D) Fibre glass drapes

- 45.** Avoidance as a way to prevent conflict refers to
- (A) cooperating
 - (B) apologizing frequently
 - (C) dominating a conversation
 - (D) appearing uninterested
- 46.** Which of the following stain removal agents are suitable for MOST fibres?
- I. Glycerine
 - II. Paraffin
 - III. Vinegar
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
- 47.** The fabric finish which is used to add strength and lustre to cotton is referred to as
- (A) sizing
 - (B) singeing
 - (C) mercerization
 - (D) sanforization
- 48.** Which of the following items are NOT classified as ‘soft furnishings’?
- (A) Curtains
 - (B) Cushions
 - (C) Bedspreads
 - (D) Wall hangings
- 49.** Which of the following care instructions is MOST suitable for a polyester, permanent-pleated skirt?
- (A) Warm water, hand wash, drip dry, hang up
 - (B) Hot water, hand wash, wring, hang in the sun
 - (C) Hot water, hand wash, drip dry, press with a warm iron
 - (D) Cold water, hand wash, wring in a towel, spread flat to dry
- 50.** When cutting out cross-way strips for making piping, the fabric should be cut
- (A) on the selvedge
 - (B) along the warp
 - (C) along the weft
 - (D) on the bias

51. Which of the following techniques uses wax and dye to apply colour and design to fabric?

- (A) Batik
- (B) Printing
- (C) Texturing
- (D) Tie and dye

52. Which of the following is a secondary colour?

- (A) Red
- (B) Blue
- (C) Green
- (D) Yellow

53. Which of the following terms describes a one-of-a-kind, custom made designer dress which is constructed using many hand processes?

- (A) Fad
- (B) In vogue
- (C) Fashionable
- (D) Haute couture

54. Soft furnishings are included in the home because they

- I. fill empty space
- II. create formal balance
- III. are aesthetically pleasing

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

55. Which of the following benefits is MOST likely to be derived from the recycling and repairing of garments by a low income family with many children?

- (A) Leisure
- (B) Economic
- (C) Time management
- (D) Artistic expression

56. Which of the following fabric finishes is NOT suitable for use on wool fabrics?

- (A) Sizing
- (B) Moth proofing
- (C) Stain resistance
- (D) Shrink resistance

57. Which of the following are BEST suited for transferring pattern markings from pattern pieces to fabric?

- (A) Tracing wheels and carbon
- (B) Dressmaker's pencils
- (C) Pins and needles
- (D) Scissors

58. Which of the following activities is an example of recycling?

- (A) Lengthening a new skirt
- (B) Removing sleeves from a dress
- (C) Replacing old buttons with new buttons
- (D) Making an apron from a worn blanket

59. Which of the following is the MOST important guideline that should be followed when laying out a pattern on striped fabric?

- (A) Place the centre back on the fold
- (B) Match the stripes nearest the armhole
- (C) Place the pattern pieces in one direction
- (D) Match the point on the shoulder seam nearest to the neckline

60. Which of the following are reasons why clothing is aired after wearing?

- I. To remove odour
- II. To dry out moisture
- III. To regain the shape

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

Level & Subject:		CSEC Textiles, Clothing and Fashion Specimen Paper	
Item No.	Syllabus Reference	Key	Profile Level
1	1.5	B	P1
2	1.4	A	P1
3	1.4	D	P1
4	1.4	B	P1
5	1.3	C	P1
6	1.4/1.9	B	P2
7	1.3	C	P1
8	1.7	D	P1
9	2.7	B	P2
10	1.7	D	P2
11	1.2	A	P1
12	3.8	A	P1
13	3.9	C	P2
14	3.6	D	P2
15	4.4	C	P2
16	4.4/5.5	B	P1
17	2.2	A	P1
18	7.3	C	P2
19	5.2/6.1	B	P1
20	4.5	B	P2
21	7.6	D	P1
22	4.5	A	P2
23	4.4	C	P2
24	4.7	A	P1
25	4.7	D	P2
26	7.3	A	P1
27	4.7	D	P2
28	7.3	B	P2
29	7.3	B	P1
30	3.2/3.6	A	P2
31	6.9	D	P2
32	7.6	C	P1
33	6.9/7.3	B	P2
34	6.9	C	P1
35	6.9	D	P1
36	6.9	B	P2
37	7.6	A	P2
38	5.1	C	P1
39	7.5	A	P2
40	7.6	A	P2
41	7.6	C	P2
42	7.5	D	P2
43	7.6	B	P1
44	5.8	A	P2

45	4.2	D	P1
46	3.8	A	P1
47	2.7	C	P1
48	5.8	D	P1
49	3.6	A	P2
50	7.8	D	P1
51	2.6	A	P1
52	2.2	C	P1
53	5.2	D	P1
54	5.8	C	P1
55	3.9	B	P2
56	2.7	A	P2
57	6.2	A	P2
58	3.9	D	P2
59	7.7	C	P2
60	3.7	A	P2



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EXAMINATION**

TEXTILES, CLOTHING AND FASHION

Paper 02 – General Proficiency

2 hours 30 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions.
2. Answer ALL questions.
3. Write your answers in the spaces provided in this booklet.
4. DO NOT write in the margins.
5. You are advised to take some time to read through the paper and plan your answers.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s), you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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Answer ALL questions.

1. (a) Define EACH of the following terms as they relate to the sources of fibres for fabrics.

(i) Cellulosic

.....
.....

(2 marks)

(ii) Synthetic

.....
.....

(2 marks)

(b) Name TWO types of tests that are used to identify textile fibres.

.....
.....

(2 marks)

- (c) The shirt shown in Figure 1 is designed with a front strap opening and is suitable for wear by men and women.

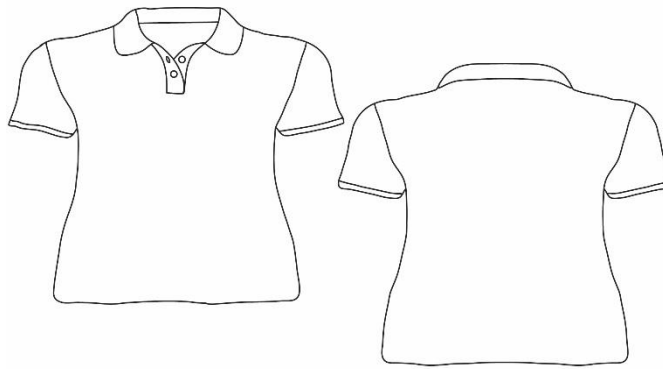


Figure 1.

- (i) What type of construction is BEST suited for the fabric to be used for this garment?

.....
.....

(1 mark)

- (ii) Justify the choice of fabric construction named in b (i).

.....
.....
.....

(3 marks)

- (iii) New fabric developments allow for a wider choice of fabric because of the mixture of different types of fibre in the making of fabrics. Suggest ONE suitable new mixed fibre fabric that could be used for the shirt shown in Figure 1.

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.....

(2 marks)

- (d) Outline TWO important factors that should be considered when selecting the type of fabric for making the shirt shown in Figure 1.

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.....

(4 marks)

Total 16 marks

2. (a) (i) Define any TWO of the following terms as they relate to colour in clothing design and give an example of EACH.

- Tint
- Shade
- Primary colour

.....

.....

.....

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.....

(4 marks)

(ii) Name TWO methods of applying colour to textiles.

.....

.....

(2 marks)

- (b) The dress shown in Figure 2 is made of white cotton poplin.

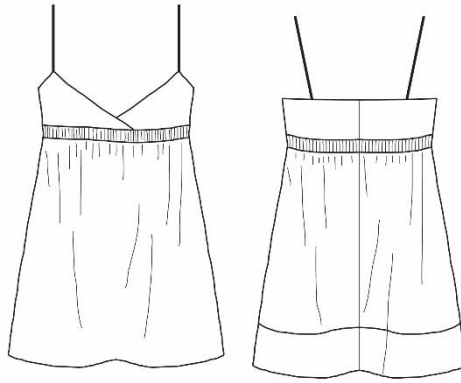


Figure 2.

Identify TWO appropriate techniques that could be used to apply colour and design to the skirt of the dress shown in Figure 2.

.....
.....

(2 marks)

- (c) Fabric finishes add properties to a fabric that are not usually present in the fibre used for making the fabric.

What type of finishes would be MOST appropriate for the fabric to be used for EACH of the following purposes?

- (i) Children’s sleepwear

.....

(1 mark)

- (ii) Ladies’ raincoats

.....
.....

(1 mark)

- (d) The shirt shown in Figure 3 is made of 100% cotton knit. It has a screen-printed design on the front with sequin and bead embellishments.



Figure 3.

- (i) Identify ONE essential pressing aid that should be used along with an iron and ironing board to remove wrinkles from the shirt.

.....

(1 mark)

- (ii) In the box below, sketch any THREE appropriate symbols that should be on the care label of the shirt shown in Figure 3.

(3 marks)

- (iii) Explain ONE guideline that should be followed when attempting to remove a ball-point pen ink stain from the lower front of the shirt shown in Figure 3.

.....

.....

.....

(2 marks)

Total 16 marks

3. (a) (i) State TWO reasons why an individual may choose a particular type of clothing.

.....
.....
.....

(2 marks)

- (ii) Outline TWO factors to be considered when selecting clothing.

.....
.....
.....
.....
.....

(4 marks)

- (b) Study the design of the garment shown in Figure 4 and answer the questions that follow.

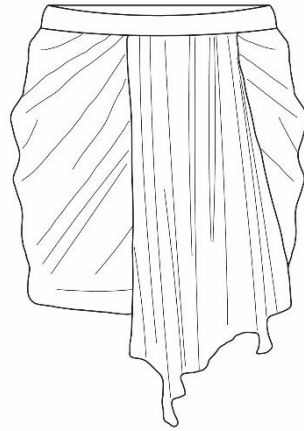


Figure 4.

- (i) Which cultural influence can be seen in the lines of the garment?

.....

(1 mark)

- (ii) Identify TWO style features on the garment which clearly show the cultural influence identified in (b) (i).

.....

.....

(2 marks)

- (iii) Suggest ONE occasion or place for which the garment shown in Figure 4 would be suitable.

.....

(1 mark)

- (iv) Outline TWO reasons for the suggestion made in (b) (iii).

.....

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.....

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.....

.....

(4 marks)

- (v) The garment shown in Figure 4 was made in a garment factory. State TWO job positions in the factory that would be critical in ensuring that the garment was accurately made.

.....

.....

(2 marks)

Total 16 marks

4. (a) Most countries have laws that protect consumers from unscrupulous merchants. Consumers have certain rights within these laws.

(i) Outline ONE right that consumers have to ensure that they are treated fairly by merchants.

.....
.....

(2 marks)

(ii) Name TWO mediums that are used for advertising.

.....
.....

(2 marks)

(iii) Briefly explain ONE benefit to merchants of using advertising.

.....
.....
.....

(2 marks)

(b) *“Fashion is always news.”* Outline any ONE example to illustrate this concept.

.....
.....
.....
.....

(2 marks)

- (c) (i) In the box below, sketch the design of a dress suitable for a short, plump female's figure to show the effective use of the elements of line and space.



(2 marks)

- (ii) Label the design sketched in (c) (i) to show where the elements were used.

(2 marks)

- (d) A class assignment requires that you plan a five-piece formal wardrobe for a professional woman using a black trouser as the basis around which the pieces would be chosen.

- (i) Outline ONE guideline that must be considered when planning the wardrobe.

.....
.....

(2 marks)

- (ii) Suggest ONE suitable accessory made of indigenous material(s) that could be used to complement any of the outfits planned in the wardrobe. State the accessory and the material to be used.

.....
.....

(2 marks)

Total 16 marks

5. (a) (i) Name TWO measuring tools used in pattern drafting.

.....
.....

- (ii) Name TWO cutting tools used in pattern drafting.

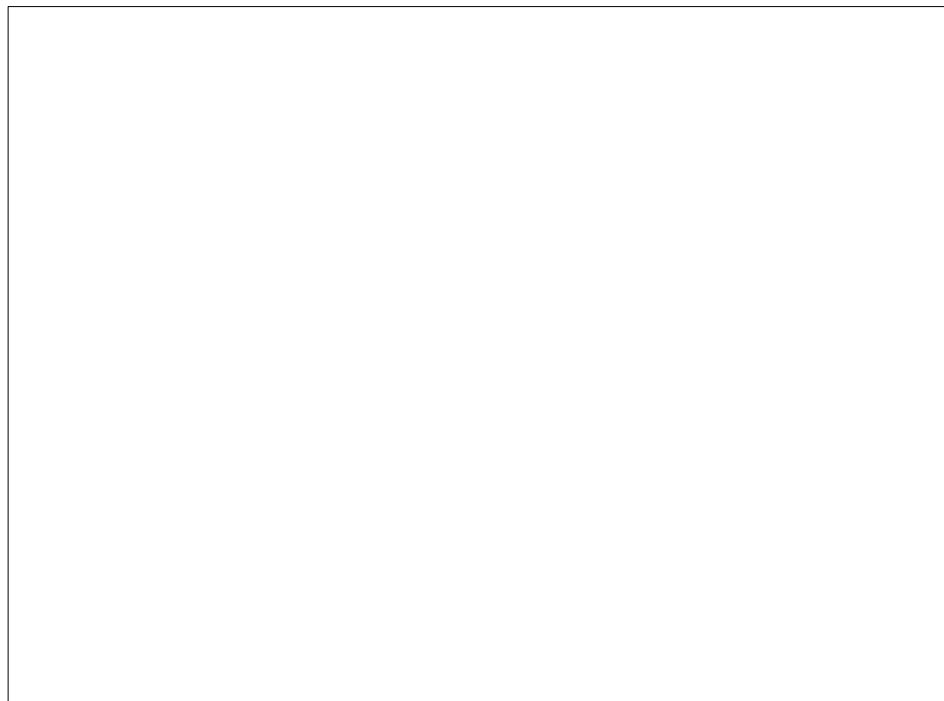
.....
.....

- (b) Describe how an illusion of height can be created when sketching a fashion figure.

.....
.....
.....

(2 marks)

- (c) (i) In the box below, sketch the design of a work outfit suitable for a young woman who is employed in a corporate office.



(2 marks)

- (ii) Justify the appropriateness of the design sketched in (b) (i).

.....
.....

(2 marks)

- (d) Figure 5 shows a diagram of a basic bodice front.

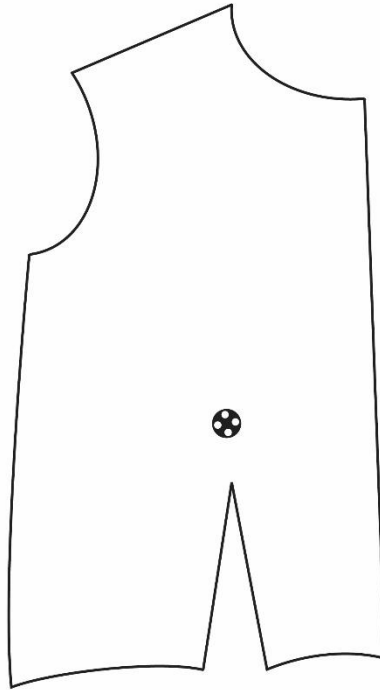


Figure 5.

- (i) On Figure 5, use construction lines to illustrate how you would adapt the basic bodice front to obtain the TWO pattern pieces for the style of blouse shown in Figure 6 on page 16.

(2 marks)



Figure 6.

- (ii) Provide explanations for the use of the construction lines in (d) (i).

.....
.....
.....

(2 marks)

- (iii) On Figure 5, place the appropriate grain line marks on the lower blouse and the cut instructions on the yoke pattern pieces.

(2 marks)

Total 16 marks

6. (a) (i) Outline TWO points of safety awareness with which all users of the clothing and textiles workshop must be familiar.

.....
.....
.....
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(4 marks)

- (ii) State TWO important guidelines which must be followed when purchasing a new sewing machine.

.....
.....

(2 marks)

- (b) Figure 7 shows the front and back views of a garment.

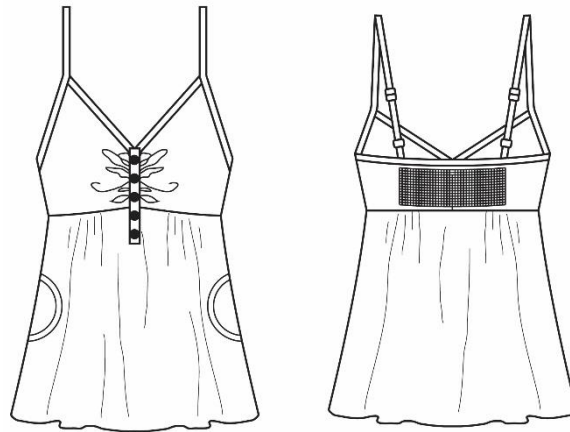


Figure 7.

- (i) State TWO classes of stitches used in the construction of the garment.

.....
.....

(2 marks)

- (ii) Which TWO methods of controlling fullness were used on the garment shown in Figure 7?

.....
.....

(2 marks)

- (c) Study the design of the dress shown in Figure 8 and answer the questions that follow.



Figure 8.

- (i) Discuss TWO guidelines that should be followed in the construction of the collar of the dress shown in Figure 8.

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.....
.....
.....
.....

(4 marks)

- (ii) State TWO criteria that should be used to determine if the collar is prepared and attached correctly.

.....
.....
.....

(2 marks)

Total 16 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEYS AND MARK SCHEME

MAY/JUNE 2015

SPECIMEN PAPER

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 1

Section 1. Objectives: 3, 5, 7, 8, 9

- (a) (i) Cellulosic - Natural fibres that are derived from plant sources (2 marks)
- (ii) Synthetic - Man-made fibres that are made from chemicals (2 marks)

**2 marks for complete definition
1 mark for incomplete definition**

- (b) Tests used to identify textile fibres:
- Burning tests
 - Microscopic tests
 - Chemical solubility tests
- Any TWO - 1 mark EACH 2 x 1 mark = (2 marks)**
- (c) (i) Best type of construction:
- Knit construction (1 mark)
- (ii) Justification:
- Knit fabric provides stretch(1) which is required because of the design of the garment which has a short front opening (1) and needs to stretch to be put on over the head (1). (3 marks)
- (iii) Suitable mixed fibres:
- Spandex and nylon
 - Spandex and polyester
 - Spandex and cotton
- Any ONE given, 2 marks EACH
1 mark for stating each fibre in each pair (2 marks)**

- (d) Factors to be considered when selecting the type of fabric:
- The fabric should be a firm, stable knit to prevent ravelling and stretching at the seams
 - The fabric should be on the grain since many knits may be off the grain and present problems in cutting out and sewing
 - Plain, striped, or small patterned fabric which would work well for this design
- Any TWO factors fully outlined - 2 marks EACH
1 mark for partial outline
2 x 2 marks = (4 marks)**

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 2

Section 2. Objectives: 1, 2, 5, 6, 8

Section 3. Objectives: 2, 6, 8

(a) (i)

Tint — the colour produced when white is added to a primary colour. For example, pink is a tint of red.

Shade — the colour produced when black is added to a primary colour. For example, maroon is a shade of red.

Primary colour — a pure or basic colour in which no other colours can be combined to make. For example, red, yellow and blue.

Correct definition - 1 mark

Correct example - 1 mark

2 x 2 marks =

(4 marks)

(ii) Methods used to apply colour

- Dyeing
- Printing
- Surface techniques (painting, stencilling)

1 mark EACH for correct answer

2 x 1 mark =

(2 marks)

(b) Techniques to apply colour and design to skirt of dress:

- Tie dyeing
- Screen printing
- Block printing
- Embroidery
- Batik
- Appliqué

Any TWO appropriate methods identified - 1 mark EACH

2 x 1 mark =

(2 marks)

(c) (i) Finishes most appropriate for children's sleepwear

- Fire retardant/flame resistant

(1 mark)

(ii) Finishes most appropriate for ladies' raincoats:

- Water-repellent

(1 mark)

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

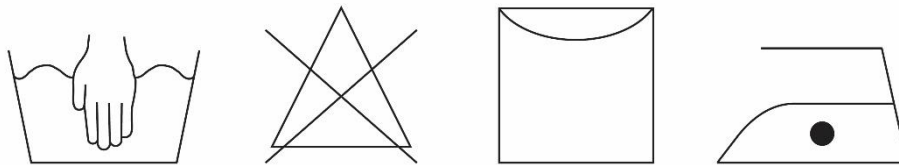
Question 2 cont'd.

(d) (i) Essential pressing aid (along with iron & ironing board):

- Press cloth

(1 mark)

(ii) Symbols that should be on the care label:



**Any THREE correct symbols drawn - 1 mark EACH
3 x 1 mark =**

(3 marks)

(iii) Guidelines to be followed when attempting to remove an ink stain:

- Treat the area of the stain only as the fluid to be used for the stain removal will damage the materials used for the decoration on the front of the shirt
- Always work from the outside to the middle when attempting to remove the stain to prevent spreading and further damage
- Treat the stain in small portions to prevent spreading of the stain
- Place tissue paper under the area of the stain to absorb the stain removal material
- Keeping blotting the area of the stain to absorb the removed colour and so avoid reabsorption into the fabric

**Any ONE guideline adequately explained
Partial explanation - 1 mark**

(2 marks)

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 3

SECTION 4 Objectives: 3,4,5,6,7

(a) (i) Reasons why people choose types of clothing:

- Protection from the elements
- Protection in the work environment
- Group identification - to identify with a particular group or groups
- Modesty — to cover body parts that are not socially accepted for public display
- Prestige and status

Any TWO reasons stated - 1 mark EACH

2 x 1 mark =

(2 marks)

(ii) Factors to be considered when selecting clothing:

- Budget/Cost — The cost of the clothing should be in proportion to the amount of wear it is expected to give.
- Season — The environment in which the clothing is to be worn.
- Occasion — The occasion for which the garment is being chosen. Some types of garments are more suitable for some occasions than others.
- Figure type — The figure type so that positive features can be accentuated and negative features camouflaged.
- Ease of comfort — The wearability and durability factors in relation to the cost.
- The care that is required for the clothing in relation to the lifestyle of the wearer.
- Age — The design of the clothing and its appropriateness for the age and activities of the wearer.

Any TWO factors completely outlined - 2 marks EACH

1 mark for partial outline

2 x 2 marks =

(4 marks)

(b) (i) Indian influence

(1 mark)

(ii) Style features identified:

- The draped folds on the side front
- The folded panel hanging from the waist at the front of the skirt

Any TWO features - 1 mark EACH

2 x 1 mark =

(2 marks)

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 3 cont'd

(iii) Occasion/place:

- A wedding
- Formal party
- A graduation ceremony or party

Any ONE appropriate suggestion

(1 mark)

(iv) Reasons:

- The design with all the draping makes it suitable for a formal event such as a wedding.
- The design could be made in a soft drapable fabric for one effect so luxurious fabrics such as silk chiffon which is suitable for a wedding, for example.
- It can also be made in a crisp fabric such as moiré taffeta which is also appropriate for a graduation, for example.

Any TWO appropriate reasons fully outlined - 2 marks EACH

1 mark for partial outline

2 x 2 marks =

(4 marks)

(v) Critical job positions:

- Designer
- Pattern maker
- Sample maker
- Cutter
- Stitcher
- Quality control inspector

Any TWO stated - 1 mark EACH

2 x 1 mark =

(2 marks)

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 4

SECTION 5, Objectives: 1,3,5,7

(a) (i) Consumer rights:

The right to be informed — The right to be informed means the public has a right to be given specific and honest information on labels and in advertising.

The right to be heard — The right to be heard or to complain means that consumers have the right to speak out about businesses' products, services and policies. This is implemented and achieved through private regulatory agencies such as the Consumer Affairs Division and the Bureau of Standards. These agencies enable consumers to report businesses that act unfairly or unethically, which is information that can help other consumers.

The right to education — The right to access educational or informational material or programmes that allow consumers to make the best choices when purchasing and receiving goods and services.

The right to service — The right to good customer service. To be treated well and with respect. Businesses should respond to customer needs and concerns promptly and courteously.

Any ONE right fully outlined - 2 marks

1 mark for partial outline

1 x 2 marks =

(2 marks)

(ii) Mediums for advertising:

- Print (newspapers, magazines, flyers, billboards)
- Electronic (television, email, social media, internet, radio)

Any TWO stated - 1 mark EACH

2 x 1 mark =

(2 marks)

(iii) Benefits of advertising:

Identifying — Advertising lets people know you're in business. It conveys your business name and the type of products or services you offer.

Reaching out brings potential customers to a store who might otherwise never know the store existed.

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 4 cont'd

Get people's attention — Perhaps someone has been thinking about getting a new mattress, and when they learn about the store having a sale, it could be just the incentive they need to make a purchase.

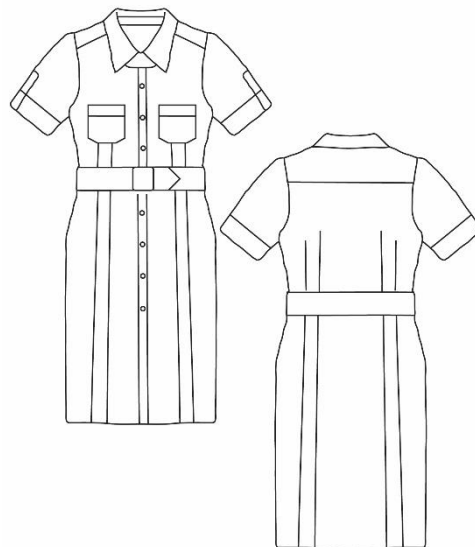
Confidence — Customers feel more confident in a business they see advertised. It gives them the sense that the business is professional, stable and reputable.

2 marks for benefit adequately explained (2 marks)
1 mark for partial explanation

(b) Film stars are always in the news for the clothing that they wear. One current example is Lupita Nyong'o — everything she wears is covered by both the print and electronic media.

2 marks any appropriate answer fully outlined (2 marks)
1 mark for partial outline

(c) (i) Sample design of dress for chubby female



Appropriate design showing both elements, line and space - 2 marks
Design showing only one element - 1 mark

(2 marks)

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 4 cont'd

(ii) Vertical lines created by front opening and long darts

The slimming spaces created by the vertical lines so that the dress front and back is broken up into five spaces of different widths.

1 mark for EACH correct label

2 x 1 mark =

(2 marks)

(d) (i) Guidelines to be considered when planning a formal, professional female wardrobe:

- Choose basic pieces such as a blouse or jacket that match the pants in terms of type of fabric
- Choose basic colours such as white, black, blue, a striped or patterned top, jacket, dress and skirt, to make your wardrobe timeless.
- Choose 'classic cuts' that will not go out of style.
- Choose a pencil or A-line, lined skirt and a basic dress, sheath or A-line
- Buy quality, higher end separates that will last for a long time.

Any ONE fully outlined - 2 marks

Partial outline - 1 mark

(2 marks)

(ii) Accessory:

- Necklace made of pommecyhtere (golden apple) seeds
- Brooch made of loofah straw
- Bracelet made of jumbie beads

Any suitable accessory - 1 mark

Any appropriate indigenous material - 1 mark

1 mark + 1 mark =

(2 marks)

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 5

SECTION 6 Objectives: 2,7,8,9

(a) (i) Measuring tools used in pattern drafting:

- Tape measure
- Measuring stick
- Sewing gauge
- Skirt marker
- L Square
- French curve
- Skirt rule

**Any TWO - 1 mark EACH
2 x 1 mark =**

(2 marks)

(ii) Cutting tools used in pattern drafting:

- Cutting shears
- Pinking shears
- Scissors
- Trimming scissors
- Embroidery scissors
- Clippers
- Seam ripper
- Awls

**Any TWO - 1 mark EACH
2 x 1 mark =**

(2 marks)

(b) How an illusion of height can be created:

- When sketching a fashion figure, you can elongate the torso and legs to give your figure a sleek, streamlined appearance
- Shift your body guidelines higher and draw a horizontal eye guideline that curves downward from slightly above the centre of the head. This will give the fashion figure the illusion of height standing on a fashion runway looking down at a hypothetical viewer.
- When sketching the clothing for the figure, use vertical lines to create an illusion of height.

**Correct description - 2 marks
Partial description - 1 mark**

(2 marks)

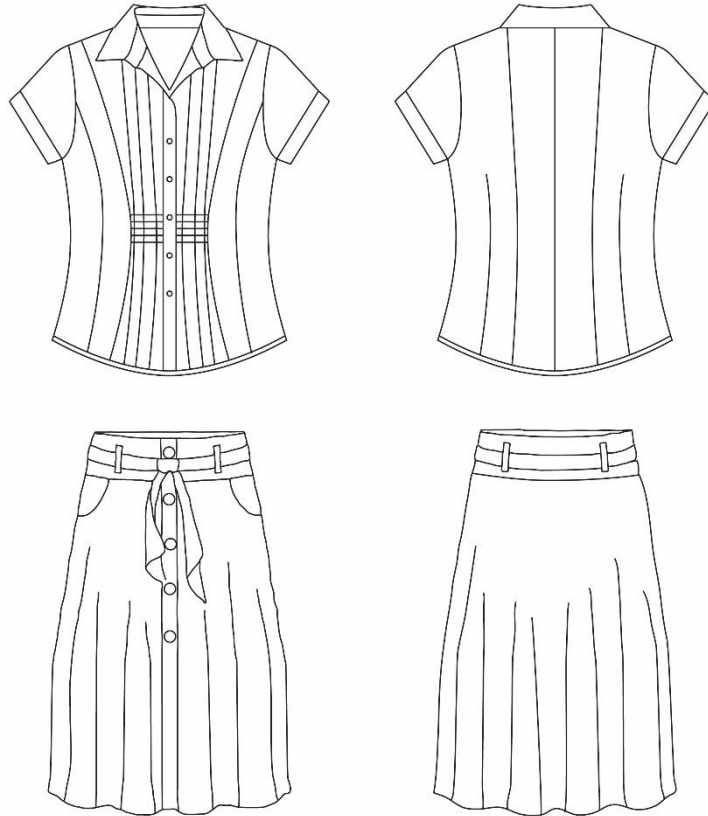
TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 5 (continued)

(c) (i) Sample outfit suitable for corporate office:



Any appropriate sketch

(2 marks)

(ii) Justification:

The design is appropriate for a corporate office since the neckline is modest, does not show too much cleavage and the short sleeves provide cover for the arms while still being stylish. Also the length of the skirt is appropriate for the work place.

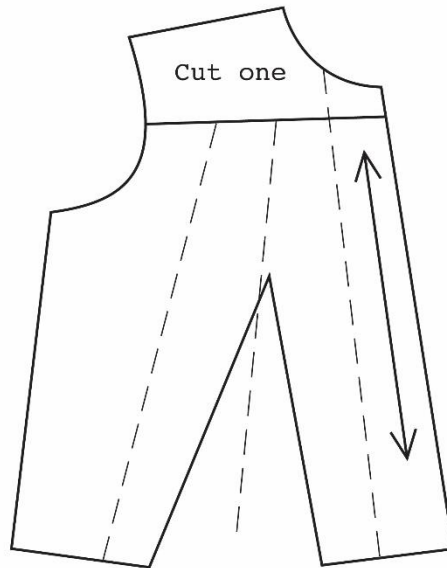
Any TWO points underlined, 1 mark EACH

(2 marks)

TEXTILES, CLOTHING AND FASHION
PAPER 02
KEY AND MARK SCHEME

Question 5 (continued)

(d) (i)



Construction lines (shown on Figure 5)

- Horizontal line for the yoke drawn from about the middle of the armhole to the centre front line **(1 mark)**
- Three vertical lines drawn from the hem to the yoke line, these lines should be cut up and spread apart to introduce fullness to the lower front blouse **(1 mark)**

(2 marks)

(ii) The horizontal line across the front will be the line that will be cut along to separate the area for the yoke from the lower blouse.

(1 mark)

The vertical line will be cut to separate the pattern piece for spreading to add fullness for the gathers for the lower blouse.

(1 mark)

(2 marks)

(iii) Grain line mark and cut instructions (shown on Figure 5)

- Yoke — Cut one
- Shown on lower blouse

EACH correct answer - 1 mark

2 x 1 mark =

(2 marks)

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 6

SECTION 7, Objectives: 1,2,3,6

(a) (i) Points of safety awareness:

- Know the location of the fire extinguishers in the room.
- Know where the muster point for the sewing room is located.
- Be aware of the evacuation procedures and the route to be followed in the building and the room specifically in case of an emergency.
- Keep work spaces well-ventilated and vacuumed. Fumes from materials, fabric lint, and other seemingly tiny things may irritate your skin, lungs, and eyes.
- Unplug all equipment when not in use. Appliances drain power even when they are not on, and could start a fire
- Clear papers and scraps from the floors. Fires spread quickly in an untidy workshop, and little creepy-crawlies like to nest in messes.
- Keep cords wrapped and out of the way so no one trips on them
- Keep scissors **closed** when not using in use
- **Unplug** the cord from the outlet and then disconnect the cord from electric equipment when not in use.
- **Rest** the iron on its heel, if you leave it face down on the ironing board, you will burn the surface.

Any TWO complete points outlined - 2 marks EACH

2 x 2 =

(4 marks)

(ii) Guidelines to consider when purchasing a new sewing machine:

- Buy from a reputable dealer.
- Check that the machine is covered by a warranty.
- Ensure that parts and service are available.
- Make sure that a user manual is included.
- Make sure that the machine is suitable for your needs.
- Buy the best machine for the money that you have available for the purchase.

Any TWO guidelines stated, 1 mark EACH

(2 marks)

(b) (i) Classes of stitches:

- Temporary
- Permanent

TWO classes stated - 1 mark EACH

2 x 1 mark =

(2 marks)

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 6 cont'd

(ii) Methods of controlling fullness:

- Shirring
- Gathering

TWO methods - 1 mark EACH

2 x 1 mark =

(2 marks)

(c) (i) Guidelines to be followed in the construction of the collar:

- Interfacing must be applied to under collar by either basting or pressing with a warm iron if using fusible interfacing.
- Ensure that seam lines and notches are carefully matched, pinned and basted before stitching permanently.
- Ensure that the neck edge is left open.
- Grade the collar assembly by trimming the interfacing to $\frac{1}{16}$ of an inch and the seam allowance on the under collar to $\frac{1}{2}$ inch.
- Always trim the corners of the collar diagonally to eliminate bulk in the collar.
- Use a point turner to push out the point on the collar when collar is turned on the right side.
- Press the completed collar to ensure that all layers remain flat and the under collar is not visible.

Any TWO guidelines - 2 marks EACH

1 mark for partial discussion

2 x 2 =

(4 marks)

(ii) Criteria used to determine that the collar is prepared and attached correctly:

- The entire collar assembly lies completely flat.
- The interfacing does not bubble in the collar.
- The collar is equal distance from the lapel on both sides.
- The collar is cut and sewn on grain.
- The ends of the collar are a perfect point.
- The under collar is not visible.

Any TWO stated - 1 mark EACH

2 x 1 =

(2 marks)

Total 16 marks

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TEXTILES, CLOTHING AND FASHION

SPECIMEN PAPER

TABLE OF SPECIFICATIONS

Question No.	Syllabus Reference (Section, Objective)	Topic	Profile	Mark
Question 1	FIBRES, YARNS AND FABRICS			
(a) (i) & (ii)	1.3	Classification of Textile Fibres	K	4
(b)	1.5	Conduct of Tests for the Analysis of Textiles	K	2
(c) (i) & (ii)	1.7	Methods of Fabric Construction	UK	4
(iii)	1.8	Technological Developments in Fabric Construction	UK	2
(d)	1.9	Factors to consider when selecting fabrics	UK	4
		TOTAL MARKS		16
Question 2	TEXTILES COLOURING AND FINISHING			
(a) (i)	2.1/2.2	Terms relating to colour/The Colour Wheel	K	4
(ii)	2.5	Methods of Colour Application	K	2
(b)	2.6	Techniques for Applying Colour and Design to Fabrics	UK	2
(c) (i) & (ii)	2.8	Fabric Finishes	UK	2
	CARE AND MAINTENANCE OF TEXTILE PRODUCTS			
(d) (i)	3.2	Laundry Equipment(Pressing Equipment)	UK	2
(ii)	3.6	Laundry Processes and Equipment (Care Symbols)	UK	2
(iii)	3.8	Stain Removal Techniques	UK	2
		TOTAL MARKS		16
Question 3	CLOTHING AND CULTURE			
(a) (i)	4.3	Reasons for Wearing Clothes	K	2
(ii)	4.4	Factors to consider when selecting clothing	K	4
(b) (i) & (ii)	4.5	Influence of different cultures on Caribbean dress	UK	4
(iii)&(iv)	4.6	Clothing in ceremonial rites and festivals	UK	4
(v)	4.7	Careers in Clothing and Textile Industries	UK	2
		TOTAL MARKS		16

Question No.	Syllabus Reference (Section, Objective)	Topic	Profile	Mark
Question 4	FASHION FOR THE INDIVIDUAL AND THE HOME			
(a) (i)	5.1	Social and Economic Nature of Consumerism (Rights of the Consumer)	K	2
(ii)	5.1	(Mediums of Advertising)	K	2
(iii)	5.1	(Advantages of Advertising)	K	2
(b)	5.3	Fashion Concepts	UK	2
(c) (i)&(ii)	5.5	Elements of Design	UK	4
(d) (i)	5.7	Factors to consider in planning a wardrobe	UK	2
(ii)	5.7	Accessories made from Indigenous materials	UK	2
		TOTAL MARKS		16
Question 5	FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT			
(a) (i) & (ii)	6.2	Measuring and Cutting Tools	K	4
(b) (ii)	6.7	Creating Illusion of Height in Sketching	K	2
(c) (i) & (ii)	6.8	Design clothing using principles & elements of design	UK	4
(d) (i), (ii) & (iii)	6.9	Pattern development and adaptation	UK	6
		TOTAL MARKS		16
Question 6	CONSTRUCTION PROCESSES			
(a) (i)	7.1	Health and Safety Standard in the Sewing Lab	K	4
(ii)	7.2	Factors in Choosing a sewing machine	K	2
(b) (i)	7.3	Classes of stitches used in sewing	UK	2
(ii)	7.6	Methods of Controlling Fullness	UK	2
(c) (i)	7.6	Guidelines for Construction and Attaching Collars	UK	4
(ii)	7.6	Standards for Finished Collars	UK	2
		TOTAL MARKS		16



TEST CODE **01221010**

SPEC 2015/01221010

**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

FOOD AND NUTRITION

SPECIMEN PAPER

Paper 01 – General Proficiency

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This test consists of 60 items. You will have 1 hour and 15 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Meat is an important source of

- (A) protein
- (B) minerals
- (C) vitamin D
- (D) carbohydrate

Sample Answer



The correct answer to this item is “protein”, so (A) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.
7. Figures are not necessarily drawn to scale.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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1. The term 'diet' refers to
 - I. controlled intake of food to reduce weight
 - II. the food a person eats each day
 - III. the meal eaten at any one sitting
 - (A) I only
 - (B) III only
 - (C) I and II only
 - (D) II and III only

2. Which of the following factors influence dietary choices in the Caribbean?
 - I. Religious beliefs
 - II. Availability of foods
 - III. Cultural considerations
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

3. Which of the following organizations are involved in food and nutrition activities within the Caribbean region?
 - I. Pan American Health Organization (PAHO)
 - II. World Health Organization (WHO)
 - IV. Organization of American States (OAS)
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

4. Which of the following nutrients are closely linked to the growth spurt in adolescents?
 - (A) Iron and protein
 - (B) Carbohydrates and protein
 - (C) Fat and carbohydrates
 - (D) Vitamins and minerals

5. Which of the following nutrients contain the HIGHEST amount of energy?
 - (A) Fats
 - (B) Sugars
 - (C) Starches
 - (D) Proteins

6. Type I diabetes is caused by
 - (A) a high intake of fat
 - (B) a high consumption of sugar
 - (C) the body's inability to manufacture glycogen
 - (D) failure of the pancreas to produce insulin

7. Which of the following are NOT micronutrients?
 - (A) Iron and vitamin C
 - (B) Thiamine and vitamin B₁₂
 - (C) Carbohydrate and protein
 - (D) Calcium and phosphorus

8. Which of the following substances inhibits the absorption of iron?
 - I. Oxalic acid
 - II. Caffeine
 - III. Tannin
 - (A) I only
 - (B) III only
 - (C) I and II only
 - (D) I, II and III

9. Calcium and phosphorus are required for
 - (A) preventing anaemia
 - (B) preventing malnutrition
 - (C) producing healthy babies
 - (D) promoting healthy teeth and bones

10. Which of the following shows the correct order of meals eaten during the day?

- (A) Breakfast, Lunch, Dinner, Supper
- (B) Breakfast, Brunch, Dinner, Supper
- (C) Breakfast, Brunch, Lunch, Supper
- (D) Breakfast, Lunch, Brunch, Supper

11. Sally has been diagnosed with osteoporosis. She should therefore increase her intake of

- (A) iron
- (B) calcium
- (C) thiamine
- (D) riboflavin

12. Which of the following ingredients should be avoided when preparing packed meals for a picnic?

- (A) Oil
- (B) Rice
- (C) Bread
- (D) Mayonnaise

13. Which of the following is NOT a flatware?

- (A) Fork
- (B) Knife
- (C) Plate
- (D) Spoon

14. The heat from a grill reaches the food to be grilled by

- (A) radiation
- (B) induction
- (C) conduction
- (D) convection

15. The role of food additives is to

- I. thicken
 - II. flavour
 - III. preserve
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

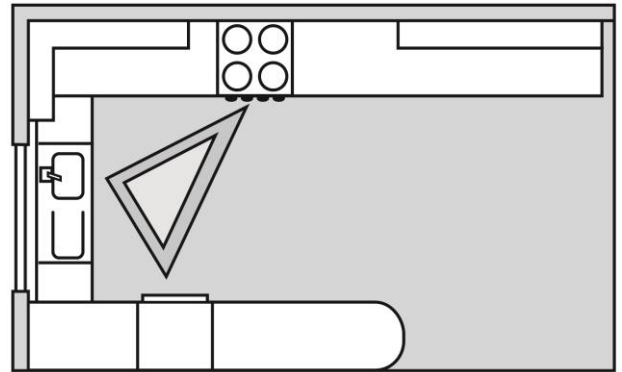
16. Which of the following processes is important in the production of cheese?

- (A) Oxidation
- (B) Hydrolysis
- (C) Fermentation
- (D) Nitrate reduction

17. Which of the following is the MOST suitable temperature for storing food in a refrigerator?

- (A) -18°C
- (B) 7°C
- (C) 20°C
- (D) 34°C

Item 18 refers to the following diagram of a kitchen layout.



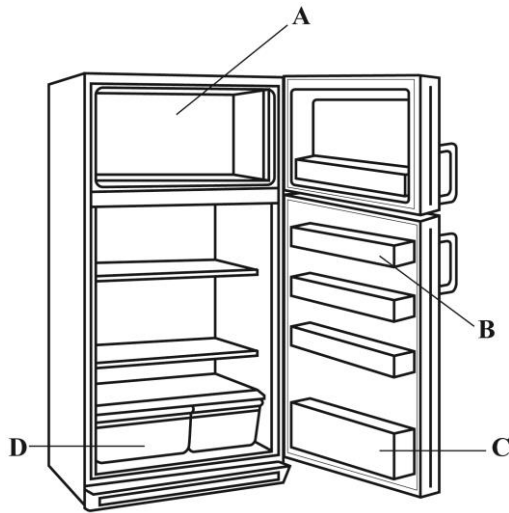
18. Which of the following terms correctly identifies the type of layout in the diagram?

- (A) Island
- (B) U-shaped
- (C) L-shaped
- (D) Corridor

19. A kitchen layout should be placed in a triangular arrangement

- (A) to save space in the kitchen
- (B) for efficient storage of food
- (C) to save time in food preparation
- (D) to allow for proper cleaning of the kitchen

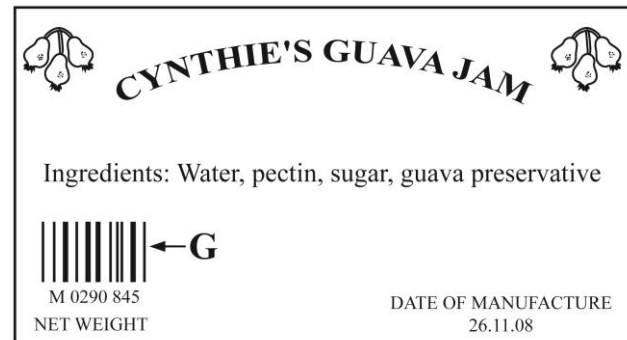
Item 20 refers to the following diagram of a refrigerator.



Which of the above labelled areas is used to store

20. eggs?
21. vegetables?
22. Which of the following is NOT a factor to be considered when preparing a food budget for a family?
- (A) Size of family
 - (B) Age of family
 - (C) Time available for food preparation
 - (D) Income of family members
23. The expiry date on a carton of coconut cream means that its contents
- (A) were packaged on that date
 - (B) should be thrown away on that date
 - (C) are of best quality if used before that date
 - (D) would no longer contain nutrients if not used by that date

Item 24 refers to the following label which is placed on a bottle of jam.



24. The feature labelled 'G' is the
- (A) bar code
 - (B) line graph
 - (C) code system
 - (D) identification mark
25. Which of the following information should be included on a food label?
- I. The name of the product
 - II. A list of ingredients
 - III. The cost of the product
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
26. A MAJOR consideration for a caterer should be
- (A) buying during sales
 - (B) bulk buying
 - (C) selling food at high prices
 - (D) buying cheap, low-quality foods

27. Which of the following is considered an advantage of convenience foods?
- (A) They are usually very attractively packaged.
 - (B) They are usually easy to store and have a long shelf life.
 - (C) They are not very tasty.
 - (D) Many contain additives and preservatives.

Items 28–30 refer to the following methods of cooking.

- (A) Boiling
- (B) Broiling
- (C) Stewing
- (D) Baking

In answering Items 28–30, each option may be used once, more than once or not at all.

Which of the above methods

28. is the MOST economical on fuel?
29. has the HIGHEST nutrient loss due to leaching?
30. uses radiant heat?
31. Jenny, a teenager, is experiencing headaches, dizziness and constant tiredness. Jenny is MOST likely suffering from
- (A) rickets
 - (B) beriberi
 - (C) hypoglycaemia
 - (D) iron deficiency anaemia
32. Dietary guidelines for the Caribbean can be used to reduce the risk of
- (A) eating disorders
 - (B) deficiency diseases
 - (C) communicable diseases
 - (D) chronic non-communicable diseases

33. For which of the following is obesity NOT a risk factor?
- (A) Diabetes
 - (B) Dental caries
 - (C) Heart disease
 - (D) Iron deficiency anaemia
34. Which of the following meals is BEST suited for a vegan or strict vegetarian?
- (A) Rice and pigeon peas, tomato salad, banana
 - (B) Pizza with cheese and sausage, fruit salad
 - (C) Yoghurt, ham sandwich, stewed guavas
 - (D) Split pea soup, peanut butter sandwich, custard
35. Which of the following vitamins will leach in the liquid when carrots are boiled?
- (A) Vitamin A
 - (B) Vitamin C
 - (C) Vitamin D
 - (D) Vitamin E
36. Which of the following is NOT a sign of protein energy malnutrition (PEM) in infants?
- (A) Bleeding gums
 - (B) Dry, flaky skin
 - (C) Weak muscles
 - (D) Swollen abdomen
37. Which of the following substances will NOT inhibit the absorption of iron?
- (A) Phytic acid
 - (B) Oxalic acid
 - (C) Citric acid
 - (D) Phenolic acid
38. Which of the following snacks are suitable for a person who wants to lose weight?
- (A) Cheese rolls
 - (B) Fruit scones
 - (C) Sponge fingers
 - (D) Chicken sandwiches

GO ON TO THE NEXT PAGE

39. Which of the following foods are recommended for an individual suffering from goitre?
- (A) Sea foods
 - (B) Citrus fruits
 - (C) Dairy products
 - (D) Peas and beans
40. Which of the following foods can be used to prepare low budget meals?
- (A) Canned sardines, dried pigeon peas, rice, eggs
 - (B) Fresh fish, canned peas and carrots, macaroni, chicken
 - (C) Beef steak, frozen fish, fresh pigeon peas, instant cornmeal
 - (D) Cream cheese, lamb, instant mashed potatoes, fish steaks
41. Which of the following snacks is most suitable for a pre-schooler?
- (A) Fruit yoghurt
 - (B) Peanuts
 - (C) Peanut butter
 - (D) Cream filled cookies
42. Which of the following combination of foods will provide a vegan with all of the essential amino acids?
- (A) Rice and steamed spinach
 - (B) Rice and pigeon peas
 - (C) Ground provision and pigeon peas
 - (D) Ground provision and curried pumpkin
43. Which of the following guidelines is the LEAST likely to be considered when planning meals for a convalescent?
- (A) Avoid fatty, fried foods
 - (B) Serve delicate small portions
 - (C) Use mainly convenience foods
 - (D) Observe strict hygiene in food preparation
44. An egg custard will set and retain its shape due to
- (A) Coagulation
 - (B) Caramelization
 - (C) Gelatinization
 - (D) Dextrinization
45. Fish will break up when cooked for long periods because
- I. it has little connective tissue
 - II. connective tissue contains elastin
 - III. connective tissue is easily hydrolysed
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
46. In which of the following foods is bacteria MOST likely to flourish if kept at room temperature?
- (A) Salted fish
 - (B) Tamarind ball
 - (C) Pickled cucumber
 - (D) Coconut custard pie
47. The heating process by which a potato is boiled is known as
- (A) radiation
 - (B) conduction
 - (C) convection
 - (D) circulation
48. Slicing, shredding and chopping of vegetables can be efficiently carried out using a
- (A) blender
 - (B) food mill
 - (C) stick blender
 - (D) food processor

49. Reduced cooking time is achieved when using a pressure cooker because

- (A) steam is forced through the food
- (B) steam is released through the vent
- (C) boiling water is the cooking medium
- (D) water boils faster in a pressure cooker

Item 50 refers to the following first aid treatment.

- I. Cover area with a clean cloth to reduce risk of infection.
- II. Cool the whole area with cold water to reduce risk of blistering.
- III. Remove jewellery if possible as the area may swell.
- IV. Protect blisters, do not burst them.

50. The activities are MOST likely used to treat

- (A) a cut
- (B) bleeding
- (C) an electrical shock
- (D) a scald and burn

51. Which of the following is a disadvantage of using the pressure cooker?

- (A) Economical on fuel
- (B) Retains food nutrients
- (C) Meals can be prepared quickly
- (D) Requires a special safety skill

52. Which of the following is a useful guideline for a consumer with a household of ten and a small income?

- (A) Buy in bulk
- (B) Buy unhealthy foods
- (C) Select top brands
- (D) Select expensive foods

Items 53–55 refer to following ways by which a family can spend wisely.

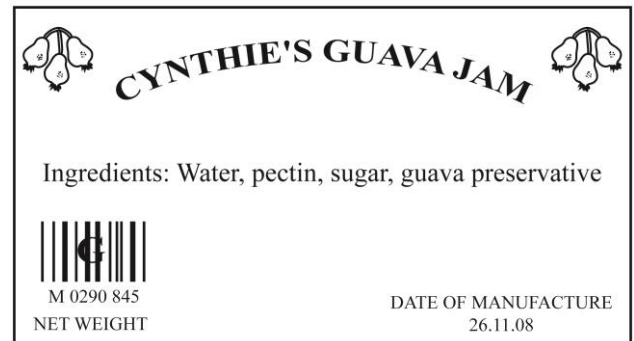
- (A) Buying in bulk
- (B) Comparative shopping
- (C) Preparing a shopping list
- (D) Investigating new products

In answering Items 53–55, each option may be used once, more than once or not at all.

Which of the above ways is given the MOST consideration when

- 53. different brands of the same food are sold at supermarkets?
- 54. items are used in large quantities?
- 55. planning to purchase food?

Item 56 refers to following label which is placed on a bottle of jam.



56. What vital information is NOT written on the label?

- I. Expiry date
 - II. Main ingredients in order of priority
 - III. Manufacturer's name and address
 - IV. Net weight
- (A) I and IV only
 - (B) II and IV only
 - (C) II, III and IV only
 - (D) I, II, III and IV

Items **57–59** refer to thickeners used in sauces.

- (A) Starch
- (B) Protein
- (C) Emulsifier
- (D) Pureé

In answering Items **57–59** each response may be used once, more than once or not at all.

Which thickener

- 57.** must be blended with liquid before cooking?
- 58.** is made from fruits/vegetables?
- 59.** will gelatinize?

60. Pancakes are usually made from which one of the following?

- (A) Roux
- (B) Fritter batter
- (C) Pouring batter
- (D) Coating batter

END OF TEST

CSEC FOOD AND NUTRITION

Specimen - Paper 01

2015

ITEM	SYLLABUS OBJECTIVE	PROFILE	KEY
1	1.1	P1	C
2	1.5	P1	D
3	1.4	P1	C
4	1.5	P1	B
5	2.4	P1	A
6	2.5	P1	D
7	2.3	P1	C
8	2.9	P1	D
9	2.6	P1	D
10	3.1	P1	C
11	3.9	P1	C
12	3.11	P1	D
13	3.12	P1	C
14	4.10	P1	A
15	1.9	P1	D
16	4.1	P1	C
17	4.2	P1	B
18	5.2	P1	B
19	5.2	P1	C
20	5.6	P1	C
21	5.6	P1	D
22	6.6	P1	C
23	6.12	P1	C
24	6.10	P1	A
25	6.12	P1	A
26	6.4	P1	B
27	7.7	P1	B
28	7.4	P1	A
29	7.4	P1	A
30	7.4	P1	B

ITEM	SYLLABUS OBJECTIVE	PROFILE	KEY
31	1.3	P2	D
32	1.4	P2	D
33	1.3	P2	B
34	1.2	P2	D
35	2.6	P2	B
36	2.5	P2	A
37	2.9	P2	C
38	2.5	P2	C
39	2.10	P2	A
40	3.10	P2	A
41	3.11	P2	B
42	3.8	P2	B
43	3.6	P2	C
44	4.3	P2	A
45	4.3	P2	B
46	4.4	P2	D
47	4.10	P2	C
48	5.4	P2	D
49	5.4	P2	A
50	5.10	P2	D
51	5.4	P2	D
52	6.4	P2	A
53	6.1	P2	B
54	6.1	P2	A
55	6.1	P2	C
56	6.10	P2	D
57	7.3	P2	A
58	7.3	P2	D
59	7.3	P2	A
60	7.6	P2	C



TEST CODE **01221020**

SPEC 2015/01221020

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E X A M I N A T I O N

FOOD AND NUTRITION

SPECIMEN PAPER

Paper 02 – General Proficiency

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions.
2. Answer ALL questions.
3. Write your answer in the space provided in this answer booklet.

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Answer ALL questions.

1. (a) Define the term 'food'.

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(2 marks)

(b) Name TWO high biological value protein foods.

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(2 marks)

(c) Betty had a meal of bread, cheese, oranges and water for lunch.

(i) List TWO minerals present in the meal.

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(2 marks)

- (ii) Describe TWO ways by which the water consumed will assist in the digestion and absorption of the meal.

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(4 marks)

(iii) Describe the physical and chemical digestion of the bread in the mouth.

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(6 marks)

Total 16 marks

2. (a) Define the following terms:

(i) Breakfast

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(2 marks)

(ii) À la carte

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(2 marks)

(iii) Table appointments

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(2 marks)

- (iii) Choose ONE of the nutrients identified in (ii) and explain how it is beneficial to the toddler.

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(2 marks)

- (c) Your grandmother is diagnosed with diabetes mellitus. Suggest THREE guidelines that she should follow to ensure that her condition is well managed.

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(3 marks)

Total 16 marks

3. (a) List TWO microorganisms that can contaminate food.

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(2 marks)

(b) Distinguish between 'food intoxication' and 'food infection'.

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(4 marks)

- (ii) Describe how the baking powder works to raise the muffins.

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(4 marks)

Total 16 marks

4. (a) State the purpose of each of the following features of gas cookers:

(i) Thermostat

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(2 marks)

(ii) A section of the oven door made of glass

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(2 marks)

(iii) Fan in the oven

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(2 marks)

- (b) Mrs Edey intends to prepare a meal consisting of stewed beef, rice and dried peas, and pineapple drink. Discuss THREE strategies that she may use to demonstrate how time and energy may be conserved while preparing this meal.

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(6 marks)

- (c) Mrs Edey intends to remodel her kitchen. Explain TWO factors that she should consider while planning to remodel the kitchen.

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(4 marks)

Total 16 marks

5. Deryk's Food and Nutrition class was required to prepare a brochure on responsible consumerism for parents attending Open Day at his school.

(a) Define the term 'green consumer'.

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(2 marks)

(b) List TWO consumer organizations that are responsible for protecting the consumer.

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(2 marks)

(c) State ONE role of EACH consumer organization listed in (b).

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(2 marks)

- (e) Discuss THREE factors to be considered when purchasing kitchen equipment in order to get the best value for money.

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(6 marks)

Total 16 marks

6. (a) Define the following terms:

(i) Bake blind

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(2 marks)

(ii) Batter

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(2 marks)

(iii) Sensory evaluation of food

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(2 marks)

- (b) (i) Your food and nutrition teacher has selected your group to conduct a sensory evaluation of baked fish that was prepared for a hypertensive person. State TWO factors which the group may evaluate during the testing process.

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(2 marks)

- (b) (ii) For each of the factors stated in (i), discuss ONE observation that may be made by the group..

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(4 marks)

(c) Describe how the following may be used to enhance the appearance of dishes.

(i) Bread

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(2 marks)

(ii) Limes

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(2 marks)

Total 16 marks

END OF TEST

C A R I B B E A N E X A M I N A T I O N S C O U N C I L
H E A D Q U A R T E R S

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K E Y A N D M A R K S C H E M E

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	MARKS		
				K	UK	Total
1 (a)	2.1	Definition of food: Any solid or liquid substance which, when taken by the body, provides it with the necessary materials to enable it to grow, to replace worn-out and damaged parts, and to function normally.	Full definition, 2 marks Partial definition, 1 mark.	2	0	2
(b)	2.4	High biological value protein foods: <ul style="list-style-type: none"> • Meat • Fish • Eggs • Cheese • Milk 	Any two high biological value protein foods listed, 2 marks	2	0	2
(c) (i)	2.6	Minerals present in the meal: <ul style="list-style-type: none"> • Calcium • Sodium • Chloride • Potassium • Fluoride • Iodine 	Any two minerals identified, 2 marks	2	0	2
(c) (ii)	2.11	How water assists with the digestion and absorption of the meal: <ul style="list-style-type: none"> • Water is required for the production of digestive juices which contain enzymes responsible for the breaking down of food. • Nutrients are dissolved in water for proper absorption/Nutrients dissolve in water and are transported through the bloodstream. • Water is required for the production of mucous which enables food to move around the digestive system. Mucous lubricates the food and the membranes of the system which enables the food to move easily. 	Any two ways described, 2 marks Partial description, 1 mark 2 x 2 = 4	0	4	4

**Food and Nutrition
Specimen Paper
Paper 02 - General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	MARKS		
				K	UK	Total
(c) (iii)	2.14	<p>Digestion of the bread in the mouth</p> <p>Physical digestion: The teeth tear, rip and grind the bread into pieces small enough to swallow (1). The tongue pushes the food round the mouth and down the throat (1). The salivary glands produce saliva to moisten the food and make it easy to swallow (1).</p> <p>Chemical digestion: Salivary amylase (1) produced by the salivary glands converts some of the cooked starch (1) in the bread to maltose and dextrin (1).</p>	<p>Physical digestion, 3 marks</p> <p>Chemical digestion, 3 marks</p>	0	6	6
			TOTAL	6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
2(a) (i)	3.1	Breakfast: first meal taken after rising from a night's rest.		2	0	2
(ii)	3.1	À la carte: Items are priced and ordered separately.	Complete definition, 2 marks each	2	0	2
(iii)	3.1	Table appointments: Items used to set and decorate a table for dining.	Partial Definition, 1 mark	2	0	2
(b) (i)	3.3	<u>Menu</u> Correct format (1) Should comprise suitable food in each group. Food from animal and staple or legumes and staple. Dishes should be free of bones and easy to digest. (2)		0	3	3
(ii)	3.3	Main nutrient in each food group Protein: food from animals legumes Carbohydrates: staples	Each nutrient, 1 mark	0	2	2
(iii)	2.4	Proteins: Needed for growth and for the repair and maintenance of tissues OR Needed for the production of carbohydrates to help prevent infection and disease OR Production of haemoglobin, the blood protein responsible for the transport of oxygen around the body OR Production of enzymes which are required for reactions in the body Carbohydrates: Provides energy needed for daily activities OR Provides a source of fibre which helps with the elimination of waste materials	Complete explanation, 2 marks Partial explanation, 1 mark	0	2	2

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

2(c)		<p>Guidelines for the management of diabetes mellitus:</p> <ul style="list-style-type: none"> • Eat small portions of food • Eat fruits, vegetables and foods high in fibre • Avoid sugar sweetened beverages • Exercise regularly • Drink plenty of water 	3 x 1 = 3 marks	0	3	3
TOTAL				6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
3 (a)	4.4	Microorganisms that contaminate food: <ul style="list-style-type: none"> • Mould • Yeast • Bacteria 	Any two microorganisms listed, 2 marks 2 x 1 = 2	2	0	2
(b)	4.5	Food intoxication – illness produced by microbial toxin production in a food product that is consumed; the toxin produces the illness. Food infection – illness produced by the presence and growth of pathogenic microorganism in the gastrointestinal tract, they are often, but not necessarily present in large numbers.	1 mark for each	4	0	4
(c) (i)	4.13	Rules to be observed when adding baking powder to the muffin mixture: <ul style="list-style-type: none"> • Use the correct proportion of baking powder for the recipe – too much baking powder can cause coarse grain, bad flavour, excessive surface browning and an off colour. Too little baking powder will result in a dense product. • Sift baking powder with the flour – baking powder must not become wet until the latter stage of the mixing process when the liquid ingredients are combined with the dry ingredients or they will begin to release carbon dioxide. • Place product in the oven to be baked immediately after adding liquid ingredients – to prevent excessive loss of leavening gas before baking. The gas must be available during baking to produce the desired effect. If too much gas is lost before baking begins, the product will not be sufficiently leavened and will become compact and heavy. 	Each rule suggested, 1 mark Reason for each rule, 1 mark 3 x 2 = 6	0	6	6

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
(c) (ii)	4.12	<p>How the baking powder works to raise the muffins during baking:</p> <ul style="list-style-type: none"> • Carbon dioxide is produced by the action of heat and moisture on the baking powder • The carbon dioxide enlarges the air cells and aerates the mixture. • The gases produced expand on heating and raises the mixture. 	<p>Any two points described, 2 marks</p> <p>Partial description, 1 mark</p>	0	4	4
			TOTAL	6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
4 (a) (i)	5.6	Thermostat: to control the temperature of the oven so that the temperature is maintained	Purpose fully explained, 2 marks Partial explanation, 1 mark	2	0	2
(ii)	5.6	A section of the oven door is made of glass so that the cooking process may be observed <u>without opening the oven door</u> and therefore <u>minimizes the loss of heat</u> .	1 mark for each underlined part	2	0	2
(iii)	5.6	A fan in the oven <u>allows the convectional current to flow evenly</u> and this allows products to be <u>baked in an uniform manner</u> .	1 mark for each underlined part	2	0	2
(b)	5.8	Strategies to save time and energy during preparation: <ul style="list-style-type: none"> • Cut the beef into small pieces; clean and marinate it and soak the dry peas overnight • Choose the most suitable sequence of preparation, for example, the pineapple juice may be prepared first so as to serve it chilled; also the stewed beef may be prepared before the rice. • Use appropriate equipment, for example, a pressure cooker may be used to cook the beef. 	Each strategy fully discussed, 2 marks 3 x 2 = 6 Partial discussion, 1 mark	0	6	6
(c)	5.1	Factors <ul style="list-style-type: none"> • The material which the kitchen floor is made of, the material should be non-slippery and easy to clean to prevent accidents • The kitchen layout must be appropriate – the layout must allow for an easy and simple workflow. 	Full explanation, 2 marks 2 x 2 = 4 Partial explanation, 1 mark	0	4	4
			TOTAL	6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
5(a)	6.1	Definition of green consumer: A customer who buys things that have been produced in a way that protects the natural environment/buys things that are environmentally friendly.	Full definition, 2 marks Partial definition, 1 mark	2	0	2
(b)	6.3	Consumer protection agencies: <ul style="list-style-type: none"> • Consumer affairs division • Bureau of standards • Weight and measures division 	Any two listed, 2 marks 2 x 1 = 2 marks	2	0	2
(c)	6.3	Roles of consumer protection agencies: <ul style="list-style-type: none"> • Consumer affairs division - promotes the rights and responsibilities of the consumer • Bureau of standards - prepares, promotes and encourages the maintenance of standards for the improvement of goods and services, processes and practices either produced or used in the territory • Weights and measures division - promotes uniformity in weights and measures laws, regulations and standards to achieve equity between buyers and sellers in the marketplace. 	1 mark for each role 2 x 1 = 2 marks	2	0	2
(d)	6.6	Guidelines for preparing an economical food budget: <ul style="list-style-type: none"> • Plan meals and snacks in advance according to the established budget. • Include meals that will 'stretch' expensive food items (stews, casseroles, stir-fried dishes). • Make a grocery list and buy only what is on the list. • Check for sales and coupons in the local newspaper, on websites and consider discount stores. • Do not cut coupons out before you make your grocery list 	Any four guidelines, 1 mark each 4 x 1 = 4 marks	0	4	4

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
(e)	6.2	<ul style="list-style-type: none"> • Ask about loyalty cards at the grocery store. • Make use of the farmer's market. • Do not buy pre-packaged foods • Buy in bulk where possible – you will pay less. • Do not buy more than you need. • Eat foods that are in season. • Eat before grocery shopping. <p>Factors to be considered when purchasing kitchen equipment in order to get the best value for money:</p> <ul style="list-style-type: none"> • Find out about kitchen equipment in detail before buying and compare different types and makes for quality, value, design, after-sale service, and suitability • Ask for a demonstration of use for large pieces of equipment to ensure that the equipment is suitable for your needs. • Read instructions and information leaflets carefully and thoroughly, particularly guarantees and servicing details. • Ask various people who have bought a similar item their opinions about it and consult consumer magazines. • Keep all receipts and sales agreements for large pieces of equipment and services in case the equipment malfunctions and you need redress. • Do not let yourself be pressured into buying equipment that you have not had the time to consider. 	<p>Full discussion, 2 marks 3 x 2 = 6 marks</p> <p>Partial discussion, 1 mark</p>	0	6	6
			TOTAL	6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				KC	UK	Total
6 (a) (1)	7.6	Bake blind: the baking of <u>pastry cases without any filling</u> . (1)	Complete definition, 2 marks Partial definition, 1 marks	2	0	2
(ii)	7.6	Batter: <u>Mixture of flour, eggs and liquid</u> (1) <u>beaten</u> (1).	Complete definition, 2 marks Partial definition, 1 marks	2	0	2
(iii)	7.6	Sensory evaluation of food: <u>use of the senses</u> (1) to test food for <u>certain characteristics</u> (1).	Complete definition, 2 marks Partial definition, 1 marks	2	0	2
(b) (i)	7.9	Factors that may be considered during testing: <ul style="list-style-type: none"> • Taste/flavour • Appearance/sight • Smell/odour • Texture/touch 	Each factor stated, 1 mark 2 x 1 = 2	0	2	2
(b) (ii)	7.9	<u>Taste/flavour</u> <ul style="list-style-type: none"> • Fish is too salty and therefore this may increase blood pressure OR • Fish has a bland flavour; this may help to control the blood pressure as there is little sodium OR • Fish is too greasy indicating saturated fat may be present. OR • Fish has a good flavour and this would stimulate appetite. <u>Texture/touch</u> <ul style="list-style-type: none"> • Fish may have a texture indicating that the fish was undercooked. 	Appropriate observation fully discussed, 2 marks Observation only, 1 mark 2 x 2 = 4	0	4	4

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				KC	UK	Total
		<u>Appearance/sight</u> <ul style="list-style-type: none"> • Fish has a dark appearance indicating that it was overcooked. OR • Fish has a pale appearance which indicates that the fish is undercooked. <u>Smell/odour</u> <ul style="list-style-type: none"> • Fish may have a bad odour which indicates that the fish was not thoroughly prepared for cooking. OR • Fish may have a good odour indicating that the fish is fresh. 				
(c) (i)		Bread can be used to make croutons, bread can be cut into several shapes, for example, triangles and squares and used to garnish foods	Full discussion, 2 marks each 2 x 2 = 4	0	4	4
(c) (ii)		Limes may be sliced into wedges or they may be used to make butterflies to garnish foods.	Partial discussion, 1 mark			
			TOTAL	6	10	16



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