

STUDENT EDUCATION NUMBER									



Sāmoa School Certificate

FOOD AND TEXTILE TECHNOLOGY 2016

QUESTION and ANSWER BOOKLET

Time allowed: 3 hours and 10 minutes

INSTRUCTIONS:

1. You have 10 minutes to read **before** you start writing.
2. Write your **Student Education Number (SEN)** in the space provided on the top right hand corner of this page.
3. Answer **ALL QUESTIONS**. Write your answers in the spaces provided in this booklet.
4. If you need more space for answers, ask the Supervisor for extra paper. Write your SEN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

STRANDS	Page number	Time (minutes)	Weighting
1. Food and Nutrition	2	58	32
2. Caring for the Family	7	40	22
3. Consumer Responsibilities	9	36	20
4. Design and Textiles	12	23	26
TOTAL		180	100

CHECK! This booklet contains pages 2-19 in the right order.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION

1. What is the meaning of the term 'food preservation'?

Skill Level 1

2. Name the following methods of food preservation.

A. Reducing the temperature

Skill Level 1

B. Taking away the moisture from the food

C. Adding salt to the food

D. Covering the food in vinegar

3. Give TWO examples of commercially preserved foods.

A. _____

B. _____

Skill Level 2

Use the resource to answer the following questions.

Figure from nutrition book. The 5 nutrients that our body needs for health and wellbeing are: Picture with labels Protein, Carbohydrates, Fat (or Lipids), Minerals and Vitamins....

4. Define the term 'protein nutrient'.

Skill Level 1

5. Define the term 'carbohydrate nutrient'.

Skill Level 1

6. Define the term 'lipid nutrient'.

Skill Level 1

7. Define the term 'Macronutrient'.

Skill Level 1

8. Describe the functions of macronutrients in our bodies.

Skill Level 2

9. Fats (and oils) are sometimes called visible and invisible, list TWO foods under each heading.

Visible fats A. _____

B. _____

Invisible fats C. _____

D. _____

Skill Level 2

10. Although fats and oils are a source of energy, why is it recommended for us to reduce our fat and oil foods?

Skill Level 3

11. **Explain** THREE ways that we can reduce our fat intake when we are preparing and cooking our family meals.

A. _____

B. _____

C. _____

Skill Level 3

12. Define the term 'nutritious meal plan'.

Skill Level 1

13. Plan a nutritional days meal plan for each of the following individuals.

Skill Level 4

A. Susiana – 13 years old, paddler, school student, walks to school.

	Food (Meal)	Nutrients	Reason
Breakfast			
Lunch			
Snacks			
Dinner			

B. Tiara – 42 years old, vegetarian, works in her plantation, goes to evening classes at the University.

	Food (Meal)	Nutrients	Reason
Breakfast			
Lunch			
Snacks			
Dinner			

C. Lupe – 85 years old, looks after the small shop at home and a small garden.

	Food (Meal)	Nutrients	Reason
Breakfast			
Lunch			
Snacks			
Dinner			

14. Define the term 'budget' for food.

Skill Level 1

15. Define the term 'eating out'.

Skill Level 1

16. Explain how food budget can help your family with their meals every week, include ideas that extend the budget and the types of food to use.

Skill Level 3

17. Compare eating at home with eating out for a large family. Explain the advantages and disadvantages of eating at home and eating out.

A. Eating out: Advantages

Skill Level 4

Disadvantages

B. Eating at Home:

Advantages

Disadvantages

18. What is the meaning of the term 'soifua maloloina' (health).

Skill Level 1

19. Define the term 'career opportunities'.

Skill Level 1

20. State the function of the Samoa Nutrition Policy.

Skill Level 1

21. Explain how the lifestyle of the family members can affect the family unit.

Skill Level 3

Name FIVE problems associated with you and your family's health (soifua maloloina).

22.	Problem 1	_____	Skill Level 1
23.	Problem 2	_____	
24.	Problem 3	_____	
25.	Problem 4	_____	
26.	Problem 5	_____	

27. Family arguments can be a soifua maloloina (health and wellbeing) problem. Describe how this problem can affect the different members of the family.

A.	Mother	_____	Skill Level 2

B.	Teenage boy	_____	

C.	Baby	_____	

28. List TWO ways to overcome the problem of family arguments.

A.	_____	Skill Level 2
B.	_____	

30. Explain the impact of the different ways that are used to overcome problems with soifua maloloina.

_____	Skill Level 3

31. Discuss recommendations for overcoming problems associated with Soifua Maloloina through a presentation.

Skill Level 4

31. What is the meaning of the term 'consumer'?

Skill Level 1

32. Name a company or an organization that is a service provider.

Skill Level 1

33. What is the meaning of the term 'consumer rights and responsibilities'?

Skill Level 1

34. There are EIGHT basic consumer rights, the first one is 'the right to basic needs which means basic food, shelter, education, health care and sanitation.'

Name ONE other basic consumer right and explain its importance to the consumer.

Skill Level 3

35. There are several consumer responsibilities; ONE is the responsibility to be Informed and to be aware of your rights.

Name ONE other basic consumer responsibility.

Skill Level 1

36. Describe why it is important for consumers to understand their consumer rights.

Skill Level 2

37. Describe why it is important for consumers to understand their consumer responsibilities.

Skill Level 2

38. Beside each of the jobs below name ONE main skill that the person needs to have, each one should be different.

A. Waitress in restaurant _____

B. Shop assistant _____

C. Bus driver _____

Skill Level 1

39. Define the term 'resource management'.

Skill Level 1

40. Explain THREE ways you can overcome problems with your lack of resources for buying you for your family's needs and wants each week.

Skill Level 3

41. Compare and discuss the relationship between your consumer responsibility and the choices you make when you go shopping for your family.

Skill Level 4

42. What is the meaning of the term 'natural fibres'?

Skill Level 1

43. Give TWO examples of natural fibres.

A. _____

B. _____

Skill Level 1

44. Define the term 'textile'.

Skill Level 1

Use the resource to answer the questions.



45. There are THREE different types of textiles (fabric) in the picture, name each one and explain briefly how the textile is made.

A. _____

Skill Level 2

B. _____

C. _____

46. For each of the fabrics in the picture, describe ONE property of the fabric due to the way the fabric is made.

A. _____
B. _____
C. _____

Skill Level 2

47. For the fabric (a) and (b) in the picture, give ONE example of a textile product that it can be made into and explain how the properties of the fabric are important for the finished textile product and its use. Fabric C has been done as an example.

Fabric C can be made into a ceremonial dress for a performance on a special occasion. The property of being strong and thick means the cloth can be painted with traditional designs and still hold its shape of the dress. Although the cloth can be rough and uncomfortable to wear it is not used for everyday wear as it is just for special occasions.

A. _____

B. _____

Skill Level 3

48. Describe the preparation and traditional uses of u'a and fau.

Skill Level 2

49. You have a cotton woven printed fabric. Using your knowledge of the cotton properties and the characteristics of woven fabric fill in the following by predicting how the fabric will perform in each of the situation.

A. What would you make out of this fabric and why?

Skill Level 4

B. Would the product be easy to maintain, wash, dry and store?

C. Would the product be long wearing and strong?

50. What is the meaning of the term 'design brief'?

Skill Level 1

51. Explain the purpose of a design brief.

Skill Level 3

Use the design brief to answer the following questions.

Sasa has just been selected for the U19 Samoa Netball team, she will be joining the team for a 3 day camp. She wants you to make her a sports bag that she can use to carry her clothes – sports clothes and other clothes, her shoes, as well as any other things she is given from the team manager and coach, the bag should have at least 2 divisions so that her shoes are in a separate part. The bag must be big enough but not too big as she has to carry it herself, the bag handles need to be strong enough to hold the weight of the bag. Because Sasa is new to the team she also wants the bag to look nice and colourful and elegant. She doesn't want a complicated design but one that uses the concept of simplicity. She needs the bag in 3 weeks time.

52. List the design specifications of the design brief.

Skill Level 1

53. List the product outcomes from the design brief.

Skill Level 1

54. What is the meaning of the term 'elegant'?

Skill Level 1

55. Explain the reasons behind your choice of equipment and materials for making the sports bag for Sasa.

Skill Level 3

