



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

**End of Year Sample
ASSESSMENT ITEMS FOR S.1 AND S.2**

**NUTRITION AND
FOOD
TECHNOLOGY**

2022

NUTRITION AND FOOD TECHNOLOGY

End Of Year Summative Assessment

Sample Test Items

Guidance to the Teacher

These sample test items are intended to guide teachers of Nutrition and Food Technology on how to develop end-of-year assessment items for Senior One and Two. The items presented do not constitute a complete examination paper for the subject.

The assessment at this level will focus on theory. Teachers should ensure that the practical experiences are carried out during the teaching and learning sessions. However, we advise that practical examinations be administered when the learners get to Senior Three.

The learner is expected to attempt all the theory items at this level. To determine the number of items in the theory paper, you should consider the demand of each item on the learner and the duration they can spend providing the required response.

The teacher should benchmark on the samples provided rather than replicate them. Ideally, the examination for this level should not take more than **One** hour and **30** minutes.

Below each item, the learning outcomes assessed are indicated. This is intended to remind the teacher to keep the syllabus learning outcomes in mind while developing the items.

Sample Test items for Senior One

Sample for short response items

1. The following is a good sequence of activities in the kitchen.

Task: Match the steps and the activity.

Step	Activity
1	Washing the food
2	Cooking the food
3	Preparing the food
4	Serving the food
5	Storing the food

(Scores 3)

(This item is developed from the following Learning outcome - understand the factors that need to be taken into account when planning a kitchen.)

Sample for Extended Response Items

2. Farmers in your community grow a lot of vegetables due to improved farming methods learnt from Operation Wealth Creation training. Your family too has a lot of vegetables, which you have been selling in the local market and to other traders from the outside market. In the last season, the vegetables were too much that the market in and out of the community would not take them all. The farmers are likely to make great losses and may not be able to purchase seeds and fertilizers for next season.

Support:



Task

Using your exposure of Nutrition and Food Technology, come up with a write-up of three practical pieces of advice you would give to your community, to minimise losses of the bounty harvest of vegetables. **(Scores 10)**

(This item is developed from learning outcomes under the fruit processing competency - The learner processes and preserves vegetables using a variety of methods to ensure a longer shelf life.)

Scoring Guide for Senior One

1. The following is a good sequence of activities in the kitchen. Match the steps and the activity.

Step	Activity
1	Storing the food
2	Washing the food
3	Preparing the food
4	Cooking the food
5	Serving the food

Task 1:

Scores 3 for getting all the steps correct; scores 2 for getting at least two steps correct; scores one for getting at least one step correct.

Task 2:

Assessment Grid

Output	Basis of assessment	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
A write-up of 3 practical pieces of advice	Different ways of processing vegetables i.e. making pickles, sauces, drying using the following: <ul style="list-style-type: none">- salt- sugar- oil- vinegar- solar drying	Scores 3: Candidate mentions at least three ways of preserving vegetables Scores 2: Candidate mentions at least two ways of preserving vegetables	Scores 3: Candidate explains the use of each of the ways of preserving vegetables Scores 2: Candidate explains at least two of the ways of preserving vegetables	Scores 3: Candidate logically gives reasons for preserving vegetables using each of the three ways Scores 2: Candidate logically gives reasons for preserving vegetables	Candidate earns one point if he/she has added any

Output	Basis of assessment	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
	<ul style="list-style-type: none"> - oven drying - sun drying 	Scores 1: Candidate mentions at least one way of preserving vegetables	Scores 1: Candidate explains at least one of the ways of preserving vegetables	using at least two ways Scores 1: Candidate logically gives reasons for preserving vegetables using at least one way	relevant element that was unsolicited for e.g. The type of equipment among others
		3	3	3	1
Total Score		10			



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Sample Test items for Senior Two

Sample for Short Response Items

1. Giving an example of a food in each case, describe the food preparation reactions that result in the following:

i	Coagulation	
iii	Caramelisation	
iii	Gelatinisation	

(3 scores)

(This item was developed from the following Learning outcomes - understand the characteristics of protein foods; understand the characteristics of carbohydrate foods.)

Sample for Extended Response Items

1. You have been invited to give a practical demonstration on the use of carbohydrate foods in the preparation of three products suitable for breakfast.

Task:

Make a write-up of the nutritional value of each of the products and the characteristics observed during the preparation of the products.

(19 scores)

(This item was developed from the following learning outcome - Make, pack, cost and sell snacks.)

Scoring Guide for Senior Two

1. Giving an example of a food in each case, describe the food preparation reactions that result in the following:

i	Coagulation	When cooking eggs, for example, the application of heat causes a change in the structure of the protein from liquid to solid. The egg solidifies and causes the egg white to become opaque. In other foods like milk, the application of heat causes the protein to coagulate, which in turn causes the milk to turn into a thicker liquid.
iii	Caramelisation	When dry heat is applied on sugar, the sugar melts, turning into a golden syrup. Further heating causes the melted sugar to oxidize and turn brown, changing both the colour and the flavour (caramel flavour) of the sugar. When you heat further, the sugar eventually turns black.
iii	Gelatinization	The application of moist heat to carbohydrates leads to the destruction of the crystalline starch structure into a gel-like sticky substance. This can be evident in the making of porridge, causing the flour paste in hot water to solidify by continued heating.

Scores 3 for giving the correct description and example for all the three processes; scores 2 for giving the correct description of at least two of the processes with examples; scores 1 for giving correct description and an example of at least one process.

2. You have been invited to give a practical demonstration on the use of carbohydrate foods in the preparation of three products suitable for breakfast.

Task

Make a write-up of the nutritional value of each of the products and the characteristics observed during the preparation of the products.

Assessment Grid

Output	Basis of assessment	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
A write-up on the nutritional value of the products and the changes observed	Three products and the nutritional value of each of the products (determined by the ingredients used in preparing the dishes)	<p>Scores 3: Candidate mentions at least three nutritional values for each of the products presented</p> <p>Scores 2: Candidate mentions at least two nutritional values for each of the products presented</p> <p>Scores 1: Candidate mentions at least one nutritional value of each of the products presented</p>	<p>Scores 3: Candidate explains the presence of the three nutritional values in each of the products</p> <p>Scores 2: Candidate explains the presence of the two nutritional values in each of the products</p> <p>Scores 1: Candidate explains the presence of the one nutritional value in each of the products</p>	<p>Scores 3: Candidate logically gives reasons for the presence of the three nutritional values in each of the products</p> <p>Scores 2: Candidate logically gives reasons for the presence of the two nutritional values in each of the products</p> <p>Scores 1: Candidate logically gives reasons for the presence of the one nutritional value in each of the products</p>	Candidate earns one point if he/she has added any relevant element that was unsolicited in the instruction
	Characteristics observed during the preparation of each of the products <ul style="list-style-type: none"> • <i>Starch insoluble in water</i> • <i>Enzymatic browning</i> • <i>Gelatinization of starch</i> • <i>Effect of heat on gluten</i> • <i>Dextrinization of starch</i> • <i>Melting of granulated sugar</i> 	<p>Score 3: Candidate mentions 5-6 characteristics observed during the preparation of the products (dishes)</p> <p>Scores 2: Candidate mentions 3-4 characteristics observed during the preparation of the</p>	<p>Score 3: Candidate explains 5-6 characteristics observed during the preparation of the products (dishes)</p> <p>Scores 2: Candidate explains 3-4 characteristics observed during the preparation of the products (dishes)</p>	<p>Score 3: Candidate logically explains 5-6 characteristics observed during the preparation of the products (dishes)</p> <p>Scores 2: Candidate logically explains 3-4 characteristics observed during the preparation of</p>	

Output	Basis of assessment	Criteria 1 Relevance	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
	<ul style="list-style-type: none"> Browning of sugar on heating from golden syrup to caramel Solubility of sugar in water Maillard reaction – heating a combination of carbs and protein 	products (dishes) Scores 1: Candidate mentions 1-2 characteristics observed during the preparation of the products (dishes)	Scores 1: Candidate explains 1-2 characteristics observed during the preparation of the products (dishes)	the products (dishes) Scores 1: Candidate explains 1-2 characteristics observed during the preparation of the products (dishes)	
Total Score		3*2 = 6	3*2 = 6	3*2 = 6	1
					6+6+6+1=19



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