



Craft & Technology

Parents' Briefing
27 Mar 2026 (Friday)



Designers at Work



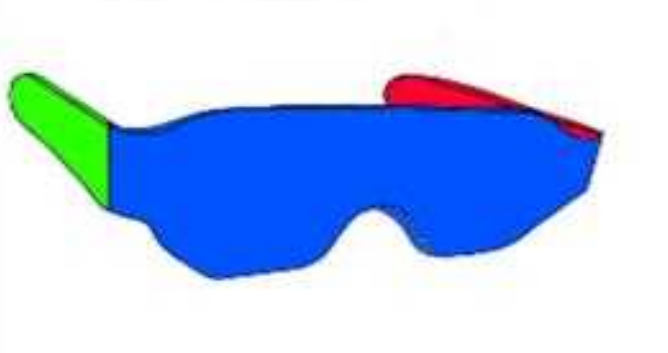


Designers at Work





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Nutrition and Food Science



Nutrition and Food Science





Nutrition and Food Science





Nutrition and Food Science





Artist's self portrait





Art Reenactment parody project



Art - Mark making with acrylic (Synesthesia)





Art - Oil Painting





Head of Department

Ms Fathiah Borhan

- ▶ Teaching Design and Technology
- ▶ Contact no: 67671070 ext. 307
- ▶ Email address : fathiah_borhan@schools.gov.sg
- ▶ Overseeing Craft & Technology (C&T) Department involving Subjects such as **Design and Technology (D&T), Food and Nutrition (NFS) and Art**



Teachers partnering parents

Design and Technology (D&T)

Sec 3G3

Ms Fathiah (HOD of C&T)

Contact no: 67671070 ext. 212

Sec 3G2

Mr Jackson Low (Teacher)

Contact no: 67671070 ext. 335

Sec 3G1

Mr Scott Chew (HOD/Student Management and Guidance)

Contact no: 67671070 ext. 335



Teachers partnering parents

Nutrition and Food Science (NFS)

Sec 3G3

Ms Hamida

Contact no: 67671070 ext. 225

Feel free to contact her if you have any questions regarding your child's coursework matters.



Teachers partnering parents

Art

Sec 3G1:

Mr Siva

Contact no: 67671070 ext. 259

Feel free to contact him if you have any questions regarding your child's coursework matters.

Our Mission



**UNITY
SECONDARY
SCHOOL**

VISION
Adaptive Thinkers.
Resilient Learners.
Caring Leaders.

MISSION
To develop Unitians to be
future-ready learners with
the passion to serve and lead.

MOTTO
Leading Self, Serving Others
Actualising Self, Inspiring Others

CaRinG VALUES

- Care
- Respect
- Integrity
- Growth

ARC COMPETENCIES

- Adaptive, Critical & Inventive Thinking
- Resilient & Self-Directed Learning
- Collaboration



Expectation for students – Coursework

As coursework is primarily **individual project-based**, Students must possess :

- ▶ perseverance and diligence - to engage in recurring problem solving activities, experimentation and refining
- ▶ Independent and self directed – to manage own project from start to completion
- ▶ Manage time – to adhere to complete the activities within timeline.



Parents as Partners

Assignment

Students will need to submit work/task/activities on time according to the timeline set for the subject. Teachers will partner with parents to inform on students' progress.

After-school

Most work is completed during curriculum lesson hours. Students may be requested to stay back after school to complete work. Parents will be informed of any cases.

After-school intervention will be conducted where students can have small group or 1 to 1 consultation with teachers.



Parents as Partners

Check-in on students' Well-being

Students may feel stressed out time to time as they manage project or face challenges during the process.

Parents can also show interest in their child's work by discussing ideas, providing encouragement, and guiding them to seek help from teachers when needed.

They can help them plan and manage their time, breaking tasks into smaller steps and ensuring deadlines are met.



References (Syllabus Document)

Secondary Education Certificate Syllabus for School Candidates



<https://www.seab.gov.sg/secondary-education-certificate-sec/>

SEAB - Singapore Examinations and Assessment Board



Nutrition and Food Science (NFS)





NFS Subject Overview

Nutrition and Food Science (NFS)

Content Overview

Nutrition and Health

Food Science

Food Literacy

Inquiry-based Learning

Experiential Learning

Collaborative Learning

Pedagogy

Assessment

Assessment for Learning

Learner-centred approach to identify gaps in learning and provide feedback

School-based Assessment

- End-of-year examination (comprises of written and coursework)

National Assessment

- Paper 1: Written Paper (40%)
- Paper 2: Coursework (60%)



NFS Subject Overview

Relevant Subject Strengths:

- English
- Science

Relevant skills:

- Computer knowledge (word processing, photo taking)
- Writing / Language

Aptitude & Attitude

- Consistency and hard work
- Time Management



Health
Ambassador

Food
Innovator

Discerning
Consumer



NFS Subject Overview

**LEARNING
ACTIVITIES**
using STP



**CULINARY
FOOD
SCIENCE**
practical sessions



**COURSEWORK
SKILLS**
integrated into lessons



Theory Culinary Skills Coursework

Section A

Answer all questions. For each question, tick the answer (A, B, C or D) which you consider correct.

1. Which is a digester product of glucose?

A. amino acids

B. fat acids

C. glucose

D. glycerol

Section B

Answer all questions.

10. A group of people are preparing to start a restaurant and are trying to decide what to serve. They have decided to serve a range of dishes. They are looking for a dish that is high in protein and low in fat.

11. Which of the following is a source of protein?

12. Which of the following is a source of fat?

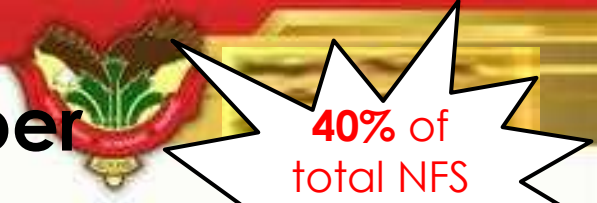
13. Which of the following is a source of carbohydrate?



Task Question 2

Calcium is an essential nutrient in a healthy balanced diet for growing children. Prepare a balanced range of appetizing dishes that provide a good supply of calcium for growing children.

Key words	Explanation
Calcium is an essential nutrient	Definition of calcium <ul style="list-style-type: none"> Calcium is the most abundant mineral in our body as it forms the solid mineral deposit in bones. Calcium is an essential nutrient due to its function <ul style="list-style-type: none"> It works with phosphorus and vitamin D to form strong bones and teeth. Needed for normal blood clotting and normal functioning of muscles and nerves. Deficiency <ul style="list-style-type: none"> A lack of intake of calcium can cause osteoporosis. List sources of calcium <ul style="list-style-type: none"> Dairy products such as milk, cheese, and yoghurt. Fish with edible bones such as sardines and anchovies. Vegetables such as watercress and cauliflower. Tofu. Dishes that contain calcium sources <ul style="list-style-type: none"> Caesar salad, macaroni and cheese, vegetable omelette, sardines, bread pudding, chicken Alfredo, egg tart, ice cream.



NFS Subject Overview – Written Paper

Written Paper

Paper 1: Theory

40% of total NFS marks

Section A
MCQ

Section B
Short Answer
Data Response

Section C
Open Ended

Which statement is correct about the relationship between vitamin C and iron?

- A. vitamin C helps the body to absorb iron
- B. iron helps the body to absorb vitamin C
- C. vitamin C and iron are antioxidants
- D. vitamin C and iron are non-essential nutrients

21 The following ingredients can be used to make a butter cake:

100g self-raising flour
100g butter
100g caster sugar
2 eggs

(a) State how Maillard browning and caramelisation occur during the baking of the cake:

(i) Maillard browning

(ii) caramelisation

24 Many health problems are caused by making unsuitable food choices.

Give dietary advice, with reasons, on how to prevent:

- type 2 diabetes
- hypertension (high blood pressure)

NFS Subject Overview- Coursework



60% of total NFS marks

Mid-January to End Jul / Early Aug
T1 W3 to T3 W6

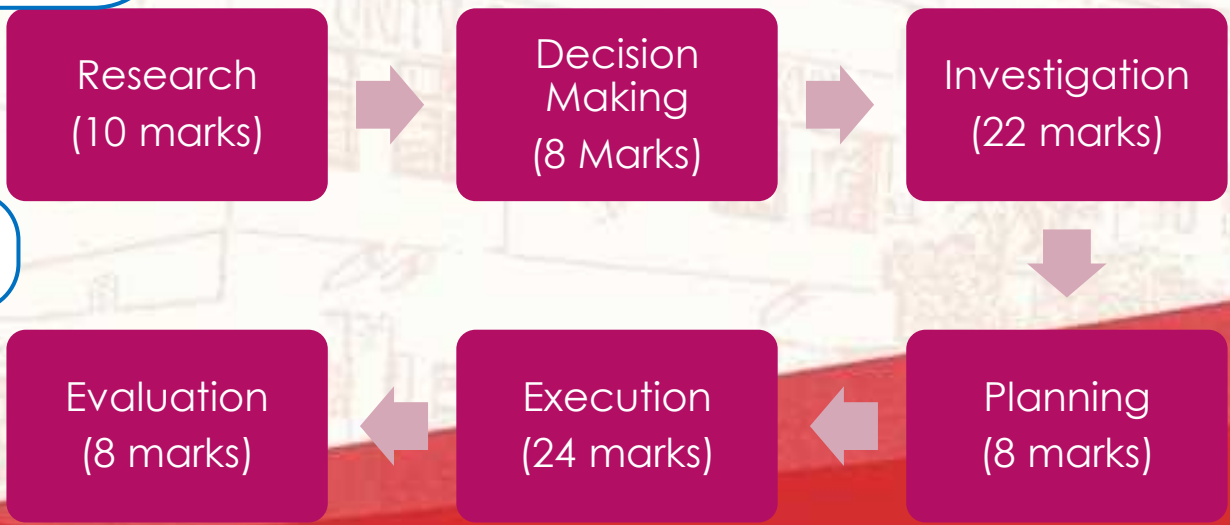
Paper 2: Coursework

G3: 28 hours curriculum time
G2: 25 hours curriculum time

Word processed /
electronic submission

Digital photographic
evidences of INV & EXE

Page requirement:
G3: 20-25 pages
G2: 15-20 pages





NFS Subject Overview – CW Report

A report with digital photographic evidences of investigation and experimentation during their execution based on coursework task.

Task Question 2

Calcium is an essential nutrients in a healthy balanced diet for growing children. However a balanced range of appetising dishes that provide a good supply of calcium for growing children.

Key words	Explanation
Calcium is an essential nutrients	<p>Definition of calcium</p> <ul style="list-style-type: none"> Calcium is the most abundant mineral in our body as it forms the solid mineral deposit in bones <p>Calcium is an essential nutrients due to its function</p> <ul style="list-style-type: none"> It works with phosphorus and vitamin D to form strong bones and teeth Provides for normal blood clotting and normal functioning of muscles and nerves <p>Differently</p> <ul style="list-style-type: none"> A lack of intake of calcium can cause osteoporosis <p>List sources of calcium</p> <ul style="list-style-type: none"> Dairy products such as milk, cheese and yoghurt Fish with edible bones such as sardines and anchovies Vegetables such as asparagus and cauliflower Tofu <p>Dishes that contains calcium sources</p> <ul style="list-style-type: none"> Caerolera, macaroni and cheese, samurai (sp) rolls, sandwiches, bread, pudding, chicken Alfredo, egg tart, ice cream

Spooey evaluation

observation table	control (1 teaspoon baking powder)	Variation 1 (no baking powder)	Variation 2 (1 1/2 teaspoon baking powder)
Appearance	<ul style="list-style-type: none"> horizontal crack in the middle dark brown exterior pale yellow interior fine air cells able to see grains of sugar on top 	<ul style="list-style-type: none"> horizontal cracked in the middle light brown exterior yellow interior inside a bit moist fine air cells able to see grains of sugar on top 	<ul style="list-style-type: none"> horizontal crack in the middle golden brown exterior pale yellow interior fine but uneven air cells able to see grains of sugar on top
Height	5.3cm	4.5cm	5.9cm
Taste	<ul style="list-style-type: none"> not very sweet has a sweet aftertaste vanilla flavour 	<ul style="list-style-type: none"> not sweet vanilla flavour not much of an aftertaste 	<ul style="list-style-type: none"> quite sweet leaves a sweet aftertaste vanilla flavour
Texture	<ul style="list-style-type: none"> very crumbly very tender very soft spongy 	<ul style="list-style-type: none"> moist on the inside quite dense 	<ul style="list-style-type: none"> very tender very soft spongy

Difference in height of cake after baking

height	control (1 tsp baking powder)	variation 1 (no baking powder)	Variatio 2 (1 1/2 baking powder)



NFS Subject Overview – Practical

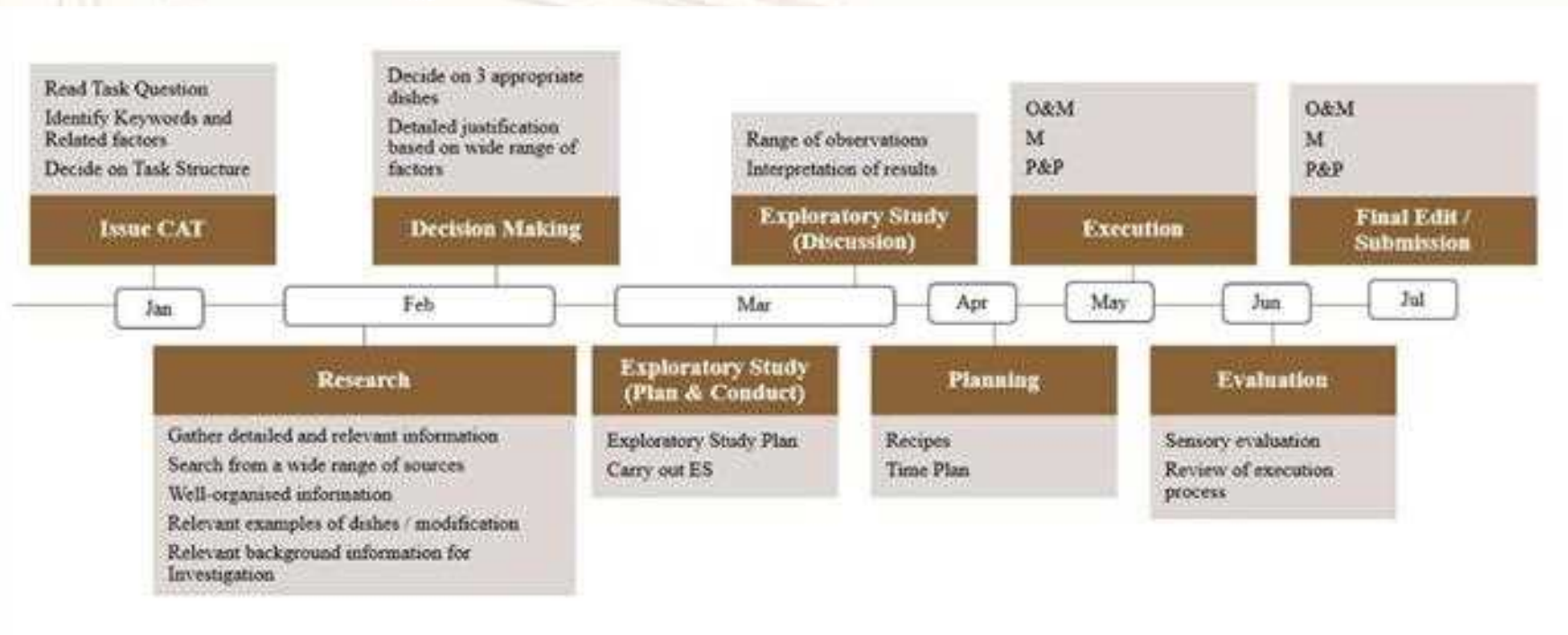


Execution

Practical Sessions involving planning of dishes using different ingredients and cooking methods through exploratory and experimentation.



Sec 3 NFS Subject Timeline





ART

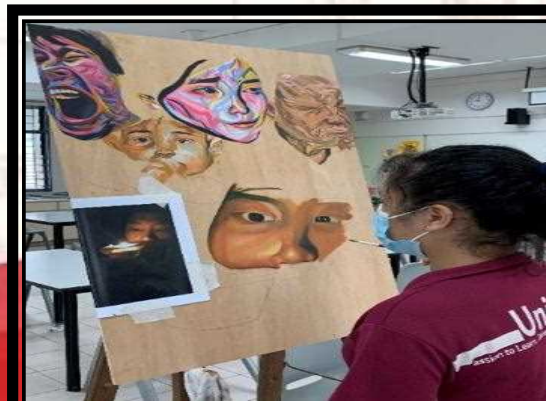




Art Overview

Students will learn **useful visual arts skills** such as:

- conceptualization of creative ideas, critical thinking,
- research and developmental ideas,
- decision making techniques,
- investigative,
- creative problem solving and
- effective presentation skills.





Art Coursework Overview

Stream	National Assessment
G1 level	<p>P1 (40%) Paper 1 Art Examination - 1h 30 mins Section A Comprises questions which include • Fill-in-the-blanks • Matching Questions • Multiple-Choice Questions, Section B: Short Answer Question, Section C: Short Art task</p> <p>P2 (60%) - Portfolio Coursework: To be completed in 18 hours within 8 weeks Part A: Visual Materials - Submission of 10 screens comprising research, drawings, documentations of experiments or in-progress works and journal spread.</p> <p>Part B: Art Works Submission of 2 art works of different media. These works must not be the same as those selected for the Visual Materials.</p>



P1 (40%) Paper 1 Art Examination

Section A

Section B

Section A

Answer all questions in the spaces provided.

1. What are the blank areas between, around, above or within objects?

- A. form
- B. shape
- C. space
- D. texture

_____ [1]

2. Study Figure 2.1 (insert). Which of the images is **not** an example of stylisation?

_____ [1]

3. Study Figure 3.1 (insert). Which image best illustrates the principle of symmetrical balance?

_____ [1]

4. Study Figure 4.1 (insert). Which image best illustrates movement?

Section B

Answer all questions in the spaces provided.

6. Study Figure 6.1 (insert), the typography selected for the name of a store.

(a) Name **one** type of store where it would be suitable to use this typographic design.

_____ [1]

(b) Explain why this typographic design would suit the type of store.

_____ [2]

(c) Think of an appropriate name for the store and adapt the typeface from Figure 6.1 to the name.

[2]



P1 (40%) Paper 1 Art Examination

Section C - Concept Sketches

(b) Produce **concept sketches** for a costume at a fashion event inspired by Gardens by the Bay in Singapore in the space provided. Figure 9.2 (Insert) shows a photograph of Gardens by the Bay. You may refer to your answers for 9(a) as a starting point.

Your response should:

- be suitable for a fashion model to wear at the event
- use lines, shapes, explore different forms and simplify or exaggerate features seen in Figure 9.1
- refer to relevant visual qualities in your concept sketches.

You must also provide a **brief explanation** supporting your ideas, using the answer lines on page 11. [15]





P2 (60%) - Portfolio Coursework:

To be completed in 18 hours within 8 weeks



Preparatory work documenting through drawings, sketches, photographs, reproduced images, research information/data, written notes/annotations and experimental samples



Art Coursework – Final work

Final work – a work of different media and techniques such as sculpture, ceramics, painting tapestry, batik, printmaking etc.



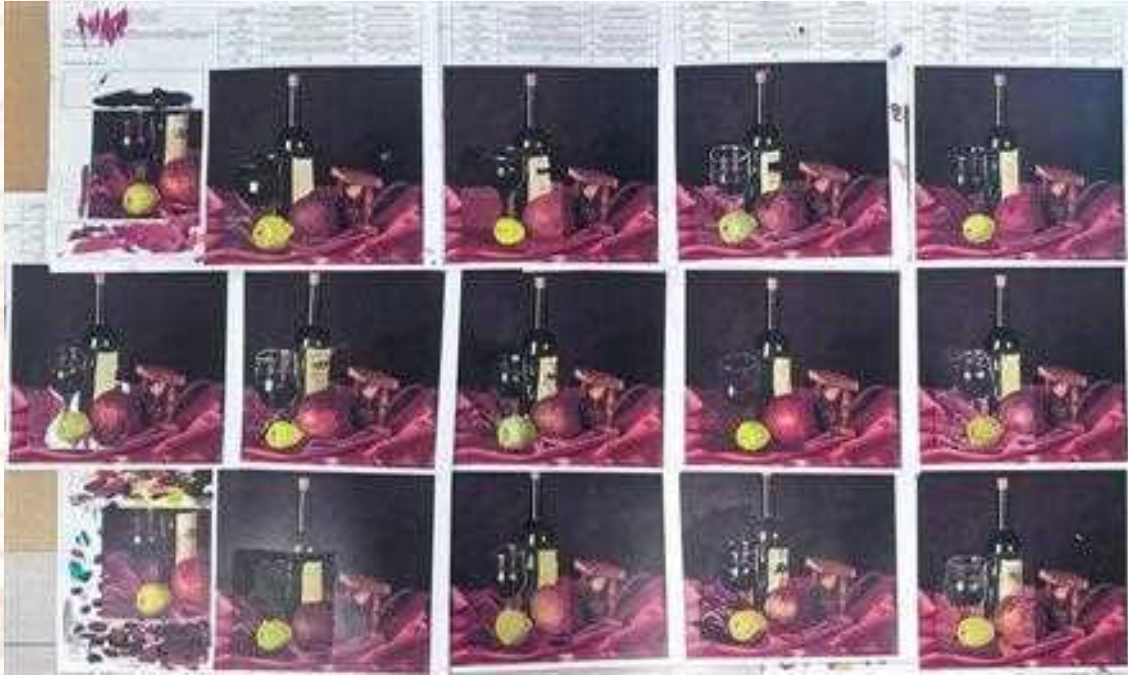


Handling Colour pencil + Acrylic





Handling Colour pencil + Acrylic





Oil Paint: Example Nature paintings






Design and Technology (D&T)




Final Ideation 1


Emotion Spinner




Toys Handle



Hinge-opening Tool



Final Design





D&T Subject Overview

Design & Technology

Skill-set

Developing Empathy
& Sensitivity

Creative Thinking
through
Doodling / Sketching

Real-world design
opportunities

Experimenting &
Prototyping

Evidence-based
Decision making
(technology,
aesthetics, etc)

Modes of Assessment

Coursework
(Project)

Theory
(Written Paper)

60% - G3/G2
70% - G1

40% - G3/G2
30% - G1

D&T Subject Overview

Coursework

National Exam Coursework timeline

G3 : 22 weeks (Jan – mid July)

G1/G2 : 20 weeks (Jan – early July)

Design Journal

Presentation Boards

Prototype

Mock up

Research

Ideate

Develop





Design Journal



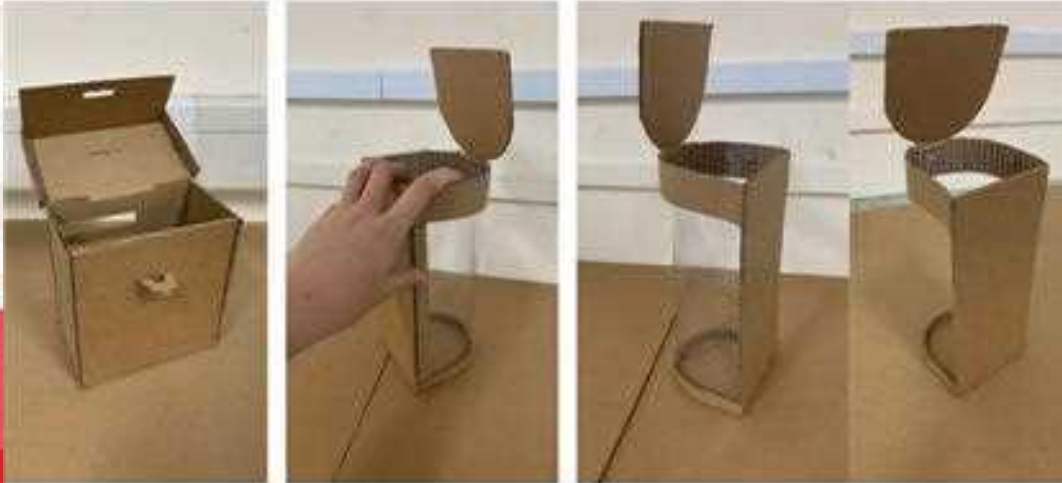
Documentation of A3 journal of student's research, ideas and testing of ideas in his/her journey in solving an authentic, real-life problem



Mock Up



Making a mock-up to test their ideas so that they can evaluate and improve on their design.





Prototype

Making a prototype of the idea chosen.

Students have to use their skills in making in the workshop using the materials and tools available.





Presentation Boards

Presentation of their problem and the proposed solution in contextual use showing the function, user and environment

CONTEXTUAL DRAWING 1



A student is doing her work on a study table while using her stationeries and putting them on the stationary holder



1) A highlighter is being placed on the top compartment



2) Pens are being placed on the second compartment



3) mechanical pencil and erasers are on the bottom compartment. When all the compartments are full the product is able to stand by itself without falling, it is stable and does not topple even when all the compartments are swivel backwards.

mechanical pencil and erasers are on the bottom compartment. When all the compartments are full the product is able to stand by itself without falling, it is stable and does not topple even when all the compartments are swivel backwards.



4) In the picture you can see the hand on the switch to on the light. The light is a blue colour LED lights. The stationary holder provides its light at the top of the product. The light will travel down to the compartments, when all the compartments are rotated in different angles

In the picture you can see the hand on the switch to on the light. The light is a blue colour LED lights. The stationary holder provides its light at the top of the product. The light will travel down to the compartments, when all the compartments are rotated in different angles



5) Step 1: The compartments can be rotated. In this pic the top compartment is being rotated. In order to open the electronic compartment, it needs to be rotated away from the electronic compartment.

Step 1: The compartments can be rotated. In this pic the top compartment is being rotated. In order to open the electronic compartment, it needs to be rotated away from the electronic compartment.



6) Step 2: Use a screw driver to unscrew all the screws to open the cover.

Step 2: Use a screw driver to unscrew all the screws to open the cover.



7) Step 3: After taking the screw out, open the cover and put it to the side

Step 3: After taking the screw out, open the cover and put it to the side



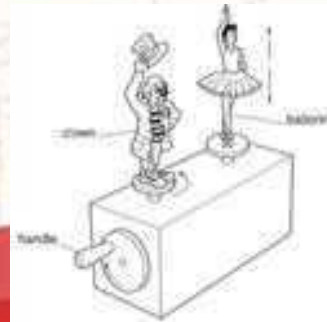
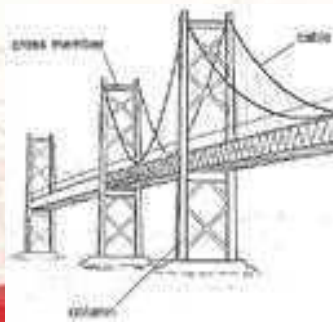
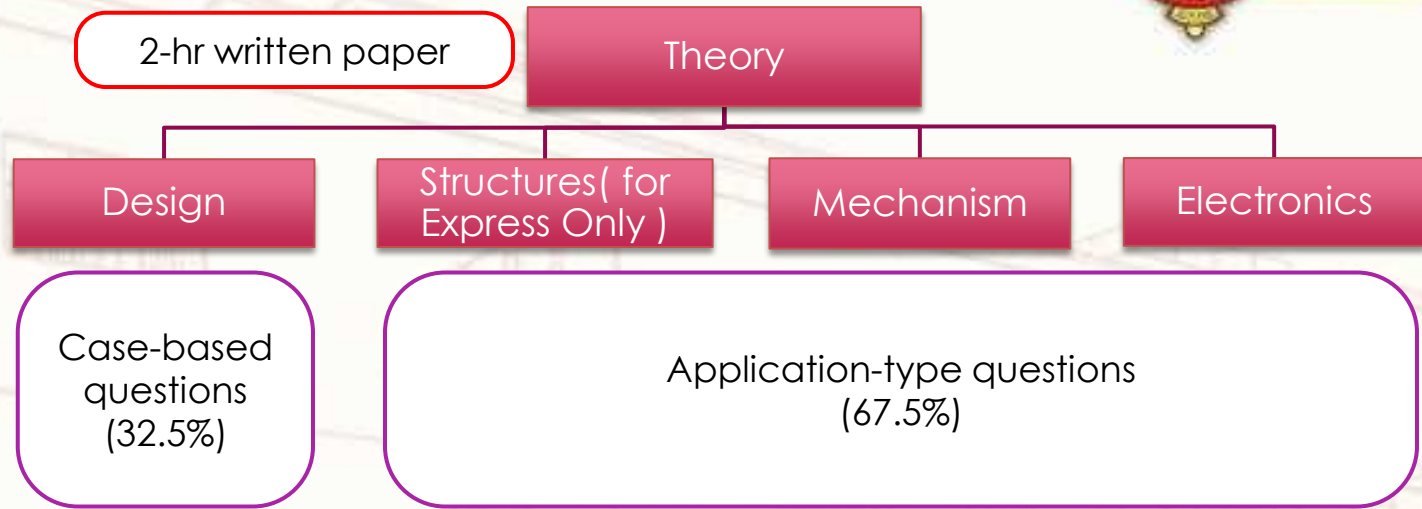
8) Step 4: The battery holder and the batteries will be inside the compartment. Batteries can be changed when needed

Step 4: The battery holder and the batteries will be inside the compartment. Batteries can be changed when needed



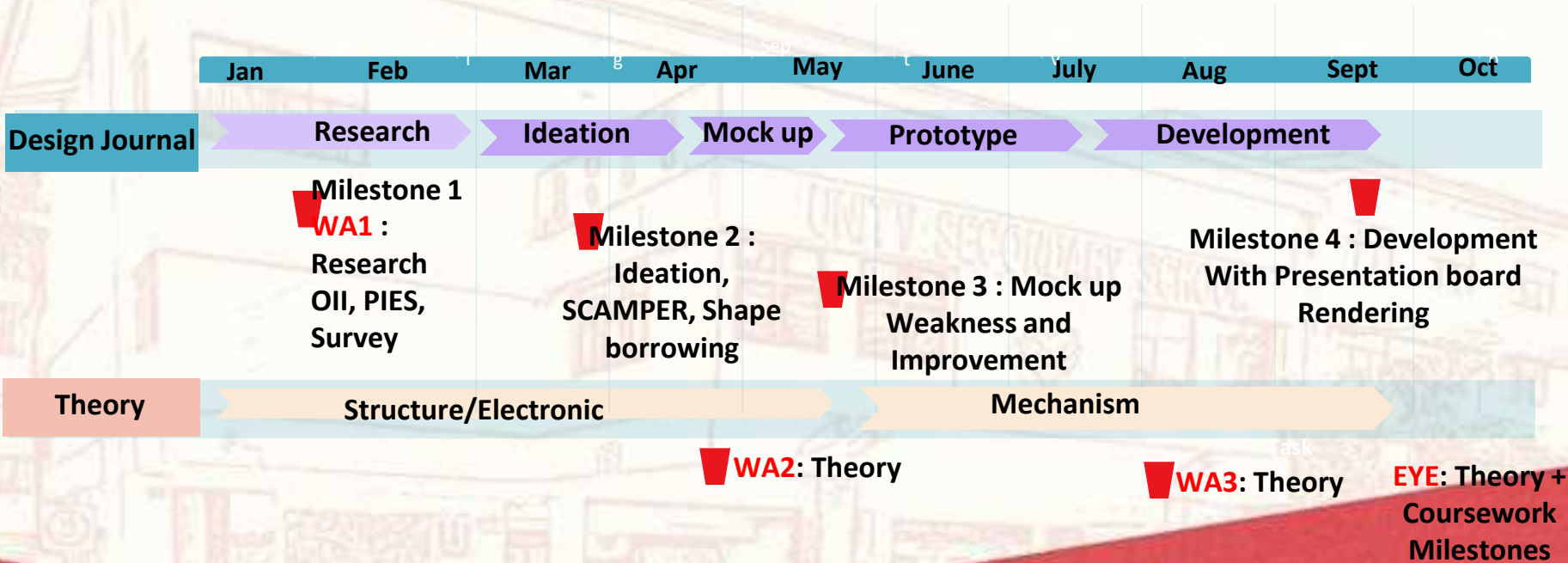


D&T Theory Overview





Sec 3 D&T Subject Timeline





We value your feedback! ❤️



<https://for.edu.sg/sec3cwparents>



THANK YOU