

Standard Grade Home Economics

Guidance document for teachers/lecturers
(revised)

Revised arrangements for the Assessment of Practical and
Organisational Skills: Carry Out a Practical Assignment
(Course Objective 7)

June 2004
version 3

National Qualifications

Standard Grade Home Economics

Guidance document for teachers/lecturers

Revised Arrangements for the Assessment of Practical and Organisational Skills: Carry Out a Practical Assignment (Course Objective 7)

June 2004

3rd version

Contents

Introduction	Page 1
Revised Extended Grade Related Criteria	Page 2
Definition of a Practical Assignment	Page 3
Analysing	Page 5
Planning	Page 7
Carrying Out	Page 10
Evaluating	Page 12
The overall grade for the Practical Assignment	Page 14
Appendix 1: Practical Assignment briefs	Page 15
Appendix 2: Candidate pro forma	Page 17
Appendix 3: Observational Checklist	Page 31
Appendix 4: Exemplar checklist	Page 33
Moderation Activity	Page 37
Note of changes	Page 38

Introduction

This document contains comprehensive guidance for centres on the assessment of the **revised** Extended Grade Related Criteria (EGRC) for the element of Practical and Organisational Skills, Course Objective 7, *To Carry out a Practical Assignment*, (referred to as the Practical Assignment in the remainder of this document).

The revision of the Practical Assignment was undertaken by a small review team consisting of a variety of promoted and non-promoted staff, and all with differing levels of experience in Standard Grade Home Economics. The Home Economics Assessment Panel, whose advice has proved invaluable in this review, has monitored the progress of the development. Throughout the review process, the comments from centres have been taken on board and incorporated wherever possible.

The aim of the revision of the EGRC for the Practical Assignment was to provide candidates with a more achievable and structured Practical Assignment that would allow them — irrespective of ability — the opportunity to demonstrate the range of knowledge and skills developed in the Standard Grade Home Economics Course. This revision of the EGRC also makes the differentiation between the three levels clear.

The main changes to the Practical Assignment are detailed below. These changes are designed to build upon the strengths of the former Practical Assignment as well as to eliminate the known weaknesses.

- ◆ EGRC revised to allow for a clearer distinction between levels and grades
- ◆ A new strand of Analysing introduced to the EGRC
- ◆ A new strand of Carrying Out introduced to the EGRC
- ◆ The Carrying Out strand to be assessed and have an added weighting
- ◆ The pro forma restructured to enable candidate progression throughout the technological process —irrespective of ability
- ◆ Allow progression from 5– 14 Environmental Studies and into the new National Qualifications in Home Economics
- ◆ Facilitate the assessment of the Practical Assignment by the provision of clearer assessment guidance, the provision of an observational checklist for the Carrying Out strand and the provision of exemplars
- ◆ The provision of a bank of Practical Assignment briefs
- ◆ Amend the moderation process to reduce the workload on centres

Exemplar materials are provided to support the revision. These exemplars are based on actual candidate work and have been assessed by the Senior Moderator for Standard Grade Home Economics. The Senior Moderator has provided comments to justify the grades awarded to each candidate.

The exemplar materials A–H provided in this pack replace **all previously issued** exemplar materials.

Revised Extended Grade Related Criteria

Carry out a Practical Assignment (CO7)

FOUNDATION	GENERAL	CREDIT
When carrying out a practical assignment, the candidate shows some level of competence by:	When carrying out a Practical Assignment, the candidate shows a satisfactory level of competence by:	When carrying out a Practical Assignment, the candidate shows a good level of competence by:
<i>Analysing</i>		
Identifying the key points	Identifying and explaining the key points	Identifying and explaining all the key points and additional relevant points
<i>Planning</i>		
Choosing an appropriate practical item or items	Choosing and giving an explanation of the choice of appropriate item or items	Choosing and giving an explanation with some detail of the choice of appropriate item or items
<i>Carrying out</i>		
Carrying out a practical activity or activities with some degree of efficiency, taking into account hygiene and safety procedures	Carrying out a practical activity or activities with a satisfactory degree of efficiency, taking into account hygiene and safety procedures	Carrying out a practical activity or activities with a high degree of efficiency, taking into account hygiene and safety procedures
<i>Evaluating</i>		
Evaluating the success of the item or items	Evaluating the success of the item or items with explanation	Evaluating the success of the item or items and the effectiveness of the planning process with explanation

To Carry Out a Practical Assignment: Course Objective 7

Definition of a Practical Assignment

A Practical Assignment is an activity that involves a candidate working through the processes of analysing planning, carrying out and evaluating.

The Practical Assignment should be carried out over an **extended** period of time.

The recommended time allocation is a **maximum** of 360 minutes. A **minimum** of 100 minutes should be spent on the **carrying out** strand of the assignment, ie for the fabric based assignments, a minimum of **one item** must be made and for food based assignments, a minimum of two items must be made.

The Practical Assignment contains the following **strands**:

- ◆ **Analysing** and explaining the key points of the assignment brief.
- ◆ **Planning** for the practical activities, which would meet the key points of the assignment brief.
- ◆ **Carrying out** the practical activities.
- ◆ **Evaluating** the success of the item(s) and the effectiveness of the planning process.

The Nature of a Practical Assignment

The practical assignment involves candidates in technological activity when undertaking a range of activities over a longer timescale. Practical Assignments require candidates to bring together areas of knowledge and a variety of skills (see amended arrangements paragraph **3.2.3**, page 8).

The assignment should reflect real life situations. Appendix 1 provides a list of suitable Practical Assignment briefs with the key points underlined. Centres are however free to devise their own Practical Assignment briefs.

The Practical Assignment brief should contain a **maximum of eight key points**, which can be identified by the candidate. The key points are the **main words** which are able to be identified directly from the assignment brief. The Practical Assignment brief should also have potential for the identification of **additional key points**. The pro forma allows for a maximum of **four additional key points** to be identified, which is due to the time constraint placed on the candidate by the Practical Assignment.

An example is provided below: the key points are underlined.

A sports-team is visiting your school. Provide a variety of buffet foods.

Possible additional key points are:

age, gender, type of sport, facilities available, cost, food safety, nutritional needs, time of year, time of day.

It is important that the additional key points identified have a **direct** link back into the Practical Assignment brief, and are not a repetition of those already identified.

The use of the pro forma for carrying out the Practical Assignment

- ◆ A copy of the candidate pro forma is provided in Appendix 2. An additional copy is included with this document which should be copied by centres for use with candidates.
- ◆ It is **essential** that all Practical Assignments are set out on a copy of the pro forma.
- ◆ The pro forma has been designed to accommodate the **maximum** number of key and additional points from any brief and all available boxes **will not** necessarily be filled.
- ◆ The front page of the pro forma must be completed with the grade allocated for each strand.
- ◆ Comments should be entered to justify each grade. This should assist with internal and external moderation.
- ◆ The Carrying Out strand of the assignment has a **double** weighting and should be entered **twice**.
- ◆ The time allocation should be entered in minutes and should not exceed the maximum 360 minutes in total.

Differentiation

- ◆ Differentiation within the Practical Assignment is based on **how** the candidate performs ie, **the level of competence** displayed when carrying out **all of the strands** of the assignment.
- ◆ In determining an overall grade for the Practical Assignment teachers are required to consider a candidate's performance in each of the strands — analysing, planning, carrying out and evaluating.
- ◆ A grade should be awarded for each strand using the **Revised Extended Grade Related Criteria**.

The following pages illustrate how the **two grades** can be distinguished at **each level**.

Analysing

(pages 2–4 of the pro forma)

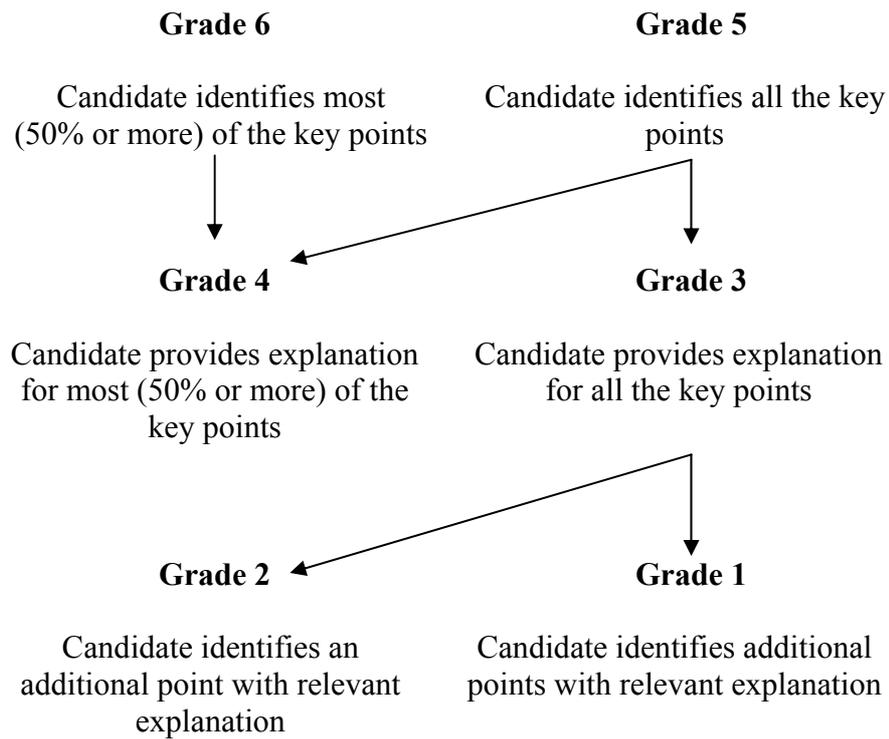
FOUNDATION	GENERAL	CREDIT
Identifying the key points.	Identifying and explaining the key points.	Identifying and explaining all the key points and additional relevant points .
<p>Grade 6 Candidate identifies most (50% or more) of the key points.</p> <p>Grade 5 Candidate identifies all the key points.</p>	<p>Grade 4 Candidate identifies most of the key points and provides relevant explanation for most (50% or more).</p> <p>Grade 3 Candidate identifies all the key points and provides relevant explanation for each.</p>	<p>Grade 2 Candidate identifies all the key points and an additional point and provides relevant explanation.</p> <p>Grade 1 Candidate identifies all the key points and additional points and provides relevant explanation for each, ie a minimum of two additional points identified and explained.</p>

A grade 7 would be awarded if the candidate failed to identify 50% of the key points.

The use of the pro forma — (pages 2–4)

- ◆ The Practical Assignment brief is written in the box provided.
- ◆ Key points should be **identified** and **underlined** by the candidate.
- ◆ Rough work in preparation for providing explanation may be shown in the box provided, eg mind mapping. Rough work is not assessed.
- ◆ Relevant explanation is **linked to the assignment brief** rather than a dictionary definition of each key point and any additional point(s) identified.
- ◆ Candidates should be **encouraged to use bullet points** for explanation rather than extended writing.
- ◆ A grade for Analysing should be awarded and entered in the box on page 4 and on the front page of the pro forma. A comment should be made to justify the grade.

Flow chart to show progression through the stages of analysing



Planning

(pages 5–8 of the pro forma)

Page 6 may be copied for candidate use if necessary.

FOUNDATION	GENERAL	CREDIT
<p>Choosing an appropriate practical activity or activities.</p> <p>Page 5 (page 8 is not assessed)</p>	<p>Choosing and giving an explanation of the choice of appropriate activity or activities.</p> <p>Page 5, 6, 7 (page 8 is not assessed)</p>	<p>Choosing and giving an explanation with some detail of the choice of appropriate activity or activities.</p> <p>Page 5, 6, 7 (page 8 is not assessed)</p>
<p>Grade 6 Choices are linked to most (50 % or more) of the key points.</p> <p>Grade 5 Choices are linked to all of the key points.</p>	<p>Grade 4 Choices linked to the key points with basic explanation provided for most points (50% or more). ◆ One bullet point for each.</p> <p>Grade 3 Choices linked to all the key points with basic explanation provided for each. ◆ One bullet point for each.</p>	<p>Grade 2 Choices are linked to all of the key points and additional point(s) with some additional detail in the explanation ie one extra point of explanation overall.</p> <p>Grade 1 Choices are linked to all of the key points and additional point(s) with additional detail in the explanation ie two extra points of explanation overall.</p>

A candidate can gain a Credit grade 1 in the planning section by identifying one additional point and offering two extra points of explanation overall.

The use of the pro forma — (Pages 5–8)

Page 5

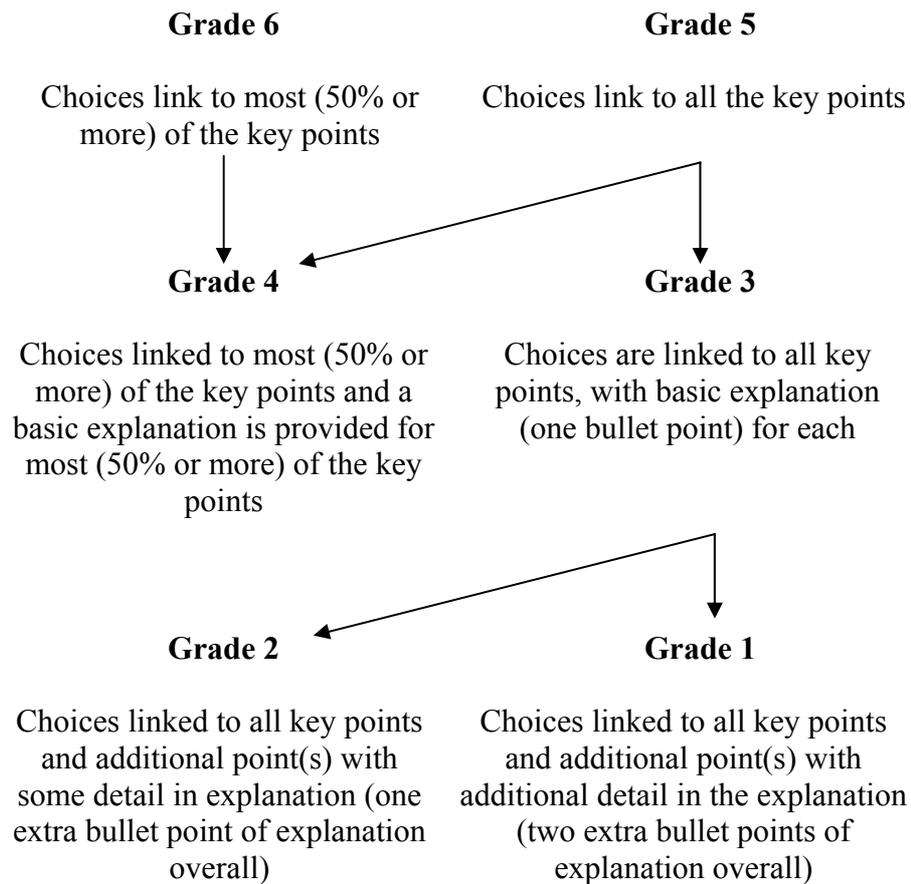
- ◆ The candidate can list a maximum of ten possible items they could make.
- ◆ The key points and any additional key points identified are listed along the top of the table.
- ◆ Candidates tick the box to indicate if in their opinion the items meet the key points and additional points.
- ◆ Candidates then select, on the basis of that information, a maximum of six items they intend to make and enter these items in the boxes provided.
- ◆ A candidate who completes only page 5 will gain a Foundation grade 6/5 for planning.

Note: A candidate who omits a key point in the Analysing strand should not be penalised subsequently in the Planning strand ie the candidate will have to explain only the key and additional points they identified during the Analysing strand.

Candidates explain why the items chosen on page 5 link to the key and additional points identified from the analysing section.

- ◆ Candidates should explain why the items **collectively** meet each of the key/additional points.
- ◆ It may be necessary for the candidate to explain why the items **individually** meet some of the key/additional points, for example when explaining healthy eating in relation to the items meeting **different** dietary targets.
- ◆ Extra bullet points of explanation provided by the candidate must relate to a **different aspect** of the key/additional point eg explanations relating to **different** dietary targets.
- ◆ Candidates who chose to explain the key/additional point in relation to each item **individually** may not necessarily be providing **extra** points of explanation relative to the key point; they must provide an explanation relating to a **different aspect** of the key/additional point.
- ◆ Candidates should be encouraged to use bullet points of explanation rather than extended writing in the explanation column.
- ◆ A general level award will be gained by providing a bullet point of explanation for **most (grade 4)** or **all (grade 3)** of the key/additional points identified in the analysing section.
- ◆ A credit level award will be gained by providing **additional detail** in the explanation: **(Grade 2) one extra** bullet point is evident in the overall explanation of the key/additional points identified in the analysing section; **(Grade 1) two extra** bullet points are evident in the overall explanation of the key/additional points identified in the analysing section.
- ◆ Examples of this are provided in the exemplar materials.
- ◆ Page 6 can be photocopied if necessary.

Flow chart to show progression through the stages of planning pages 5–7



Page 8 is for candidate use only and is not assessed.

Carrying Out

(observational checklist)

- ◆ Teachers must use the **observational checklist** provided in Appendix 3 to assess the carrying out strand of the practical assignment. An additional copy of this checklist is provided with this document. This should be copied by centres and used as and when required.
- ◆ Spaces are provided on the checklist for ten candidates to be assessed at one time to assist grading for summative assessment purposes.
- ◆ The grade awarded for the Carrying Out strand has a **double weighting** and should be entered **twice** on the front page of the candidate pro forma.
- ◆ The Carrying Out strand is graded according to the **degree of efficiency** demonstrated by the candidate while carrying out the practical assignment.
- ◆ The degree of efficiency achieved in each **aspect** of the carrying out strand is rated as:
 - **HIGH** — few lapses
 - **SATISFACTORY** — occasional lapses
 - **SOME** — frequent lapses
- ◆ The aspects are:
 - **following instructions**
 - **efficient use of time, equipment and materials**
 - **hygiene and safety**
- ◆ As the candidate carries out each practical task ticks (maximum of six) should be entered in the appropriate boxes for each aspect.
- ◆ A **holistic judgement** based on the placement of the ticks on the checklist over all three aspects is used to determine the grade awarded for Carrying Out.
- ◆ A comment to justify the grade awarded should be entered on the front page of the candidate pro forma.
- ◆ The exemplar checklist (Appendix 4) illustrates candidate performance at various grades across the levels. The grading on the checklist is based on the candidates carrying out five practical tasks.

Note: a candidate can be assessed **on each aspect** for each item produced **or** a holistic judgement can be made on each aspect of the Carrying Out strand at the end. The method selected will be determined by the nature of the tasks being undertaken by the candidate ie assessment of each aspect can take place for:

- ◆ each dish made, or
- ◆ each lesson, or
- ◆ the complete exercise

FOUNDATION	GENERAL	CREDIT
Carrying out the practical activity/activities with some degree of efficiency.	Carrying out the practical activity/activities with a satisfactory degree of efficiency.	Carrying out the practical activity/activities with a high degree of efficiency.
<p>Grade 6 The majority of ticks will appear in the some column for each aspect.</p> <p>Grade 5 Most ticks are in the some column but a few are in the satisfactory column.</p>	<p>Grade 4 The majority of ticks are in the satisfactory column with a few in the some column for each aspect.</p> <p>Grade 3 Most ticks are in the satisfactory column, but a few are in high and/or some column for each aspect.</p>	<p>Grade 2 The majority of ticks are in the high column, but with some in the satisfactory column for each aspect.</p> <p>Grade 1 Most ticks are in the high column, with very few in the satisfactory column for each aspect.</p>

The Carrying Out strand is exemplified within this document. This exemplification is based on the work of real candidates.

Evaluating

(pages 9–13 of the pro forma)

FOUNDATION	GENERAL	CREDIT
<p>Evaluating the success of the item(s).</p> <p>Page 9 only</p>	<p>Evaluating the success of the item(s) with explanation.</p> <p>Pages 9, (10 and 11) Pages 12 and 13 are optional</p>	<p>Evaluating the success of the item(s) and the effectiveness of the planning process with explanation.</p> <p>Pages 9, 12, and 13</p>
<p>Grade 6</p> <p>Candidate evaluates the success of the item(s) by allocating a star rating to most (more than 50%) evaluation areas.</p> <p>Grade 5</p> <p>Candidate evaluates the success of the item(s) by allocating a star rating to each evaluation area.</p>	<p>Grade 4</p> <p>Candidate evaluates the success of the item(s) and provides relevant explanation for most (more than 50%) of the scores allocated to the item(s).</p> <p>Grade 3</p> <p>Candidate evaluates the success of the item(s) and provides explanation for all of the scores allocated to the items.</p>	<p>Grade 2</p> <p>Candidate evaluates the success of the item(s) and the effectiveness of the planning process by providing relevant explanation for each of the areas.</p> <ul style="list-style-type: none"> ◆ One bullet point of explanation for each area. <p>Grade 1</p> <p>Candidate evaluates the success of the item(s) and the effectiveness of the planning process by providing relevant explanation with some detail for each of the areas.</p> <ul style="list-style-type: none"> ◆ An additional point of explanation for each area.

The use of the pro forma — (pages 9–13).

Page 9 (This page should be completed by **all** candidates)

- ◆ Candidates evaluate each of the items made using a star rating for each evaluation area – appearance, texture, taste (food) and colour (textiles).

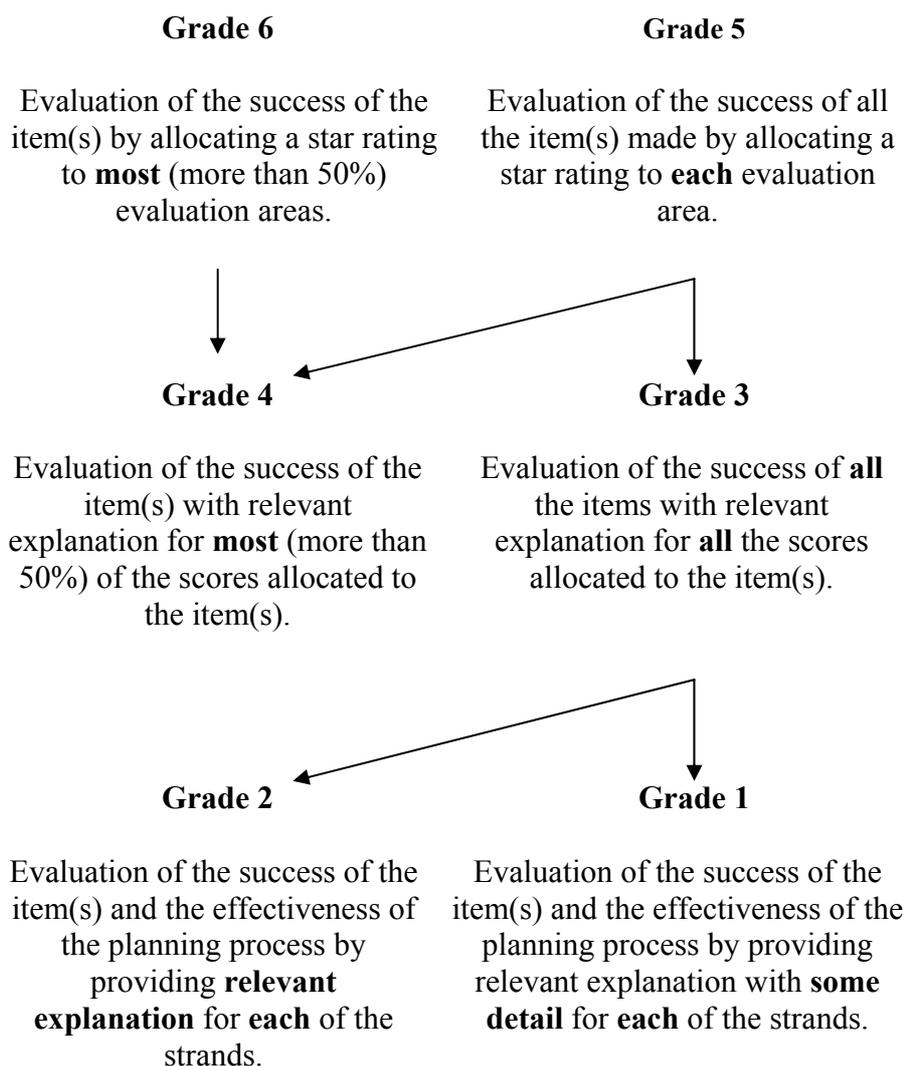
Page 10 and 11 (**General** level award only)

- ◆ Candidates explain the score given to **each item** for appearance, texture, and taste/colour.
- ◆ Candidates should be encouraged to **use bullet points** rather than extended writing when providing explanation.
- ◆ **Credit level** candidates can opt to **omit pages 10 and 11** and **progress directly to pages 12 and 13**. They may find that they are restricted for time if they attempt to complete all pages and an evaluative comment on the final item(s) is asked for on page 13.

Pages 12 and 13 (Credit level award)

- ◆ An evaluative comment in relation to each of the strands – analysis, planning, carrying out and final item(s) is to be provided by the candidate to determine the effectiveness of the assignment (planning process) in relation to resources, time and skills.
- ◆ Credit level candidates should be encouraged to omit pages 10 & 11 of the pro forma.
- ◆ Candidates should be **encouraged to use bullet points** of explanation rather than extended writing.
- ◆ Page 12 can be photocopied if additional space is required.

Flow chart to show progression through the stages of evaluation



The overall grade for the Practical Assignment

The final grade for the Practical Assignment is calculated as the mean of the grades allocated for **each** strand.

The following shows some examples:

Activity	Candidate A	Candidate B	Candidate C	Candidate D
Analysing	1	3	2	3
Planning	2	2	3	4
Carrying out*	1	2	3	3
Carrying out*	1	2	3	3
Evaluating	1	3	4	5
Total /5	6/5	12/5	15/5	18/5
Final Grade	1	2	3	4

The final grade must be calculated by the centre and indicated on the front of each candidates' pro forma. Space is provided to allow teachers to justify the grades awarded to candidates for each strand.

*Note: The Carrying Out strand has a double weighting and so the **overall grade** for the Carrying Out strand achieved by the candidate should be entered twice.

Appendix 1

Item bank of Practical Assignment briefs.

The following item bank of Practical Assignment briefs is not an exhaustive list. Centres are free to adapt their own assignment briefs to suit the needs of their own candidates.

When a centre is devising a new assignment brief, the criteria listed in the main document should be considered to ensure that a valid assignment brief is developed.

The Practical Assignment briefs detailed below have been developed to allow for the completion of both food and/or textile practical activities.

- ◆ Provide seasonal gift(s) for the local residential home.
- ◆ Provide seasonal gift(s) for the local residential home for the elderly/disabled/children.
- ◆ The school is organising a ‘Good Health Day’. Provide a selection of exciting foods
- ◆ Friends are organising a barbecue. Create a selection of side-dishes and desserts.
- ◆ Make a range of items to promote Home Economics to Primary 7 students
- ◆ The school is organising an event for ‘Children in Need’. Produce item(s) which could raise funds.
- ◆ Produce an inexpensive item(s) to celebrate your friend’s birthday.
- ◆ Make foods for a visiting foreign student.
- ◆ Make item(s) suitable for sale by the school enterprise group.
- ◆ Gift(s) are exchanged on special occasions. Make a suitable item(s).
- ◆ Make a textile gift for a young child
- ◆ Produce a variety of items to promote local tourism.
- ◆ Provide a range of suitable lunch dishes for the local drop-in-café
- ◆ Make item(s) which demonstrate the use of electrical equipment.
- ◆ A group of single-parents have asked you to demonstrate a range of economy meals.
- ◆ Make items suitable for a theme-party for a nursery school.
- ◆ Make item(s) suitable for an elderly relative
- ◆ Make item(s) suitable for a pregnant woman/convalescent
- ◆ Make a textile item(s) suitable for taking on holiday

Appendix 2

National Qualifications: Standard Grade Home Economics Carry Out a Practical Assignment (CO7)

Candidate Name	
Class	
Centre	
Centre number	

Start date: _____ Finish date: _____

Complete the clear parts of the chart below to give a brief outline plan for your practical assignment. The shaded areas are to be completed by your teacher.

Activity	Dates	Time allocation	Grade	Teacher comments to justify grades
Analysing				
Planning				
Carrying out				
Evaluating				
Overall grade				

Analysing

Write your Practical Assignment brief in the box below.

Underline **all** of the **key points** to be considered from the Practical Assignment brief.

Rough work — this section will not be marked

Using the chart below:

- ◆ Write down **each** of the underlined key points
- ◆ Explain why you think **each** of the **key points** is **important**
- ◆ You may not need to use all eight boxes in the chart

	Key point	Explanation of how the key point links to the assignment brief
1		
2		
3		
4		
5		
6		
7		
8		

Using the chart below

- ◆ Write down any **additional** points that you think might be important
- ◆ Explain why you think **each** of these **additional points** is **important**
- ◆ You may not need to use all four boxes in the chart

	Additional point	Explanation
9		
10		
11		
12		

Grade Awarded (Analysing)	For official use only

Planning

Use the chart below to list the items that you could make and tick which **key points** and **additional points** are met.

List the items that you could make here ↓	List your key points here →									List your additional points here →				
		1	2	3	4	5	6	7	8		9	10	11	12
		Use a tick (√) if the item meets the main point or additional point												

Chosen items

Use the box below to list the items you have chosen to make.

1	4
2	5
3	6

Use the following chart:

- ◆ **Identify each** key point and additional point identified in the analysing strand.
- ◆ **Explain why the items chosen** link back to **each** key and additional point.

Key/additional point	Explanation (Explain why the items chosen link back to each key and additional point, bullet points should be used)

(Note: This page can be photocopied if additional space is required)

Key/additional point	Explanation (Explain why the items chosen link back to each key and additional point, bullet points should be used)

(Note: This page can be photocopied if additional space is required)

Grade Awarded (Planning)	For official use only

Work sequence

Use the following chart to:

Complete a work sequence for the carrying out of the practical assignment.

(The work sequence is for your own use and will **not** be marked.)

Work sequence		Comments (As you work, use this column to record any good points or problems you meet, or changes you make)

Now make the item(s) for your Practical Assignment

Grade Awarded (Carrying out)	For official use only

Evaluating

Complete the chart below to:

- ♦ evaluate each item(s) you made

Use the following key to indicate your evaluation for each item

Evaluation	Score
Very good	★ ★ ★
Good	★ ★
Needs improvement	★

Evaluation area →	Appearance	Texture	Taste (Food items only)	Colour (Textile items only)
Item(s) made ↓				

Use the following charts to:

- ◆ Explain why you have given **each** item the **score** in the previous chart.

Item(s) made	Score given	Explanation for the score given to the item for appearance

Item(s) made	Score given	Explanation for the score given to the item for texture

Item(s) made	Score given	Explanation for the score given to the item for taste (food item only)

Item(s) made	Score given	Explanation for the score given to the item for colour (textile item only)

Evaluate your assignment using the following headings:

Evaluative comment on analysing

Evaluative comment on planning

Evaluative comment on carrying out

Evaluative comment on final item(s)

Grade Awarded (Evaluating)	For official use only

Appendix 4

Exemplar showing the use of the Carrying Out strand observational checklist

The exemplar on the next page illustrates the use of the observational checklist for the Carrying Out strand of the Practical Assignment.

Candidates are assessed holistically over the complete range of practical activities undertaken in the Practical Assignment. A holistic award is then given to the candidate for each of the aspects of the Carrying Out strand. These will then be used to provide an end grade for the candidate for the Carrying Out strand.

Where a candidate is undertaking several practical activities over a number of lessons, it is possible to use the observational checklist to record candidate attainment in each lesson, or it is possible to use the observational checklist to record candidate attainment for each individual task. This can be achieved by placing small ticks in each of the aspect boxes against each candidate. When the candidate has completed all the practical activities, a judgement can be made by the assessor as to the degree of efficiency achieved in each of the strands across the range of practical activities. An example is shown below.

In the example below, the candidate has undertaken three practical activities. The assessor has indicated on the checklist (by the use of small ticks) the attainment achieved in each lesson. When all three practical activities have been completed, the assessor holistically assesses candidate performance.

Candidate names →	<i>Candidate</i> A		
Degree of efficiency (✓ as required) →	High	Satisfactory	Some
Follows instructions	✓ ✓	✓	
Efficient use of equipment , time and materials		✓ ✓ ✓	
Hygiene and safety procedures		✓ ✓	✓
Overall grade awarded (circle as appropriate)	1 2	3 4	5 6

In this example, the majority of ticks are in a satisfactory column indicating performance at General level. There are a few ticks in the high column and only one tick in the some column meeting the criteria for an award at Grade 3 (see page 11 of this document). When a candidate is undertaking a number of activities over a number of lessons, the overall grade awarded can only be made once all the activities are complete, ie the grade is awarded holistically. The ticks allow for the recording of performance over a number of lessons.

The following checklist illustrates how different overall grades have been achieved based on a candidate undertaking five practical tasks.

Moderation of the Practical Assignment

The changes made to the Practical Assignment will have a knock on effect on the moderation activity for Standard Grade Home Economics. A summary of moderation activity to support the introduction of the revised Practical Assignment is detailed below. Comprehensive centre guidance documents and associated stationery will be issued to centres in due course.

Candidates will be formally assessed on a minimum of two occasions during the Standard Grade Home Economics course. One of these assessment occasions will be in the second year of the course and will be completed before or during visiting moderation, which will take place in February/March each year. The moderation activity can be related to a food assignment, a fabric assignment or a combination of both.

Centres will be selected for visiting moderation for **either** Course Objective 5 and 6 **or** the Practical Assignment (Course Objective 7), but **not** for both.

Where a centre has been selected for visiting moderation of the Practical Assignment the visiting moderator will observe **six** candidates undertaking a variety of activities as part of the Carrying Out strand. The Practical Assignment pro forma for **ten** candidates will also be moderated with reference to the analysing, planning and evaluating strands.

There will be two different moderation options available to centres:

Moderation Option A	Moderation Option B
<ul style="list-style-type: none"> ◆ For those centres who will have completed the Practical Assignment before the visiting moderation period February/March. ◆ The completed and graded pro forma for ten candidates will be sent to the visiting moderator in advance of the moderation visit. ◆ The visiting moderator will observe six candidates undertaking a practical task. This task will be devised by the centre, to reflect the nature of the Carrying Out strand of the Practical Assignment. The centre and the visiting moderator will independently assess the candidates using the observational checklist provided by SQA. ◆ The visiting moderator will provide the centre with feedback relating to the Analysing, Planning and Evaluating strands of the completed Practical Assignment as well as feedback relating to the Carrying Out strand undertaken during the visit. 	<ul style="list-style-type: none"> ◆ For those centres who will be undertaking the Carrying Out and Evaluating strands during the moderation period February/March. ◆ The completed and graded pro forma for the Analysing and Planning strands only will be sent to the visiting moderator in advance of the moderation visit. ◆ The visiting moderator will observe six candidates undertaking a practical task which forms a natural part of the Practical Assignment being undertaken. The centre and the visiting moderator will independently assess the candidates using the observational checklist provided by SQA. ◆ The visiting moderator will provide the centre with feedback relating to the analysing and planning stages of the Practical Assignment currently being undertaken, as well as feedback relating to the Carrying Out strand undertaken during the visit. ◆ The centre will complete the Carrying Out and Evaluating strands and post the fully completed Practical Assignment pro forma to the moderator. The moderator will provide written feedback relating to the Evaluation strand.

The changes to the moderation activity detailed above, combined with the associated reduction in overall time required for the moderation visit will be to the benefit of centres.

Note of changes

Guidance document for teachers/lecturers, Revised Arrangements for the Assessment of Practical and Organisational Skills: Carry Out a Practical Assignment (Course Objective 7)

Planning section

Front cover	date and version updated
Page 2	the last paragraph has been updated
Page 7, 9 & 13	arrow removed from Grade 6 to Grade 5
Page 8	minor change to the wording of Credit Grade descriptions
Page 9	first paragraph 'A candidate can... explanation overall.' has been clarified
Page 12	new first paragraph and nine revised bullet points of information
Page 12	order of some of the bullet points has changed, the content is unchanged
Page 22 & 23	Page 6 and 7 of the Planning Section has been amended