National Qualifications

Standard Grade Home Economics

Guidance document for teachers/lecturers

Guidance for the Assessment of Practical and Organisational Skills:

Acquire practical skills, taking account of relevant health and safety factors (Course Objective 5)

Carry out a practical exercise, taking account of relevant health and safety factors (Course objective 6)

Carry out a practical assignment (Course Objective 7)

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Introduction

This document contains guidance for centres on the assessment of the Extended Grade Related Criteria (EGRC) for the element of Practical and Organisational Skills, Course Objective 5, To *acquire practical skills, taking account of relevant health and safety factors*, Course Objective 6, *To carry out a practical exercise, taking account of relevant health and safety factors*, Course Objective 7, *To carry out a practical assignment*, (referred to as the Practical Assignment in the remainder of this document).

Course Objective 5: Acquire practical skills, taking account of relevant health and safety factors

Extended Grade Related Criteria

FOUNDATION	GENERAL	CREDIT
The candidate can demonstrate acquisition of practical skills, showing a limited degree of coordination	In addition, the candidate can demonstrate acquisition of practical skills showing a satisfactory degree of coordination	In addition, the candidate can demonstrate acquisition of practical skills showing a high degree of coordination.

Definition of a Practical Skill

A Practical Skill involves manual dexterity, coordination and judgement.

Examples are whisking, stirring, chopping, rolling, lining a flan ring/tin, slip hemming, and control of a sewing machine.

Assessing Practical Skills

The assessment of practical skills should be carried out in the context of a practical exercise since the nature of the practical exercise will determine which skills are involved. Practical exercises, which are suitably demanding and give scope for the candidate to demonstrate acquisition of skills to their individual level of competence, should be provided within the Course. For summative assessment of CO5, the grade awarded should reflect overall competence in the skills.

Teachers need to make a holistic judgement about performance overall in the demonstrated skills within a practical exercise, and should not be assessing individual practical skills as such. In other words, poor performance in one skill can be balanced by good performance in another.

For summative assessment, although CO5 is assessed within the context of a practical exercise (CO6), the **level** and **grade** awarded for CO5 should **not** be influenced by the level and grade awarded for CO6.

Differentiation

The differentiating factor between the levels for CO5 is the **degree of coordination**.

Coordination in this context covers the following attributes:

manual dexterity and judgement precision/accuracy economy of movement efficiency	as regards	use of tools and equipment measuring controlling processes standard achieved (product)

On this basis, expectations of performance within each of the three levels can be stated as follows:

Foundation – candidates will display a limited degree of coordination
General – candidates will display a satisfactory degree of coordination
Credit – candidates will display a high degree of coordination

Two grades are distinguished at each level. The higher of the two grades should be awarded to performances which demonstrate a high degree of competence. See **Appendix 2**.

To help you further, the following table illustrates differentiation across the full range of grades.

Degree of coordination/ effectiveness, determines the level	**High**	Credit	Grade 2	Grade1
	Satisfactory	General	Grade 4	Grade 3
	Limited	Foundation	Grade 6	Grade 5
			Basic competence	**High degree of competence**

Competence within the level determines the grade

Course Objective 6: Carry out a practical exercise, taking account of relevant health and safety factors

Extended Grade Related Criteria (EGRC)

FOUNDATION	GENERAL	CREDIT
The candidate can carry out a practical exercise making limited use of available time to combine skills in an acceptable way.	In addition, the candidate can carry out a practical exercise making satisfactory use of available time to combine skills in an effective way.	In addition, the candidate can demonstrate acquisition of practical skills showing a high degree of coordination.

Definition of a Practical Exercise

A practical exercise is an activity which involves making use of available time to combine practical skills.

Throughout the Course, practical exercises will relate to a wide range of activities in Home Economics, for example, making a dish, dishes or a meal; making a fabric item or items.

The recommended minimum number of Practical Exercises that should be formally assessed in S4 is three. Time allocated for the Practical Exercise will vary as it will depend on the timetabling policy adopted by individual Centres.

Differentiation

Practical exercises may vary considerable in complexity and this variation is reflected in the EGRC for CO6. The combination and complexity of practical skills demonstrated within the available time for an exercise provide the main criteria for differentiation at Foundation, General and Credit levels. Differentiation between levels, therefore, should be based on the demands of the practical exercise which the candidate can carry out successfully **within the available time**. Such a system of differentiation should encourage teachers to guide pupils towards attempting practical exercises that are within their capabilities.

For CO6, **what** a candidate attempts in the available time is every bit as significant as **how** the candidate performs. Consequently, both aspects come into play when assessing this course objective.

- A highly effective performance, (**how**), relating to a simple practical exercise, (**what**) should not achieve the same grade as a highly effective performance in respect of a demanding practical exercise.

- It is the **quantity** of work undertaken by the candidate in the available time, (**what**), that determines the **level;** and the **quality** of work demonstrated in the available time, (**how**) that determines the **grade**.

It is possible to vary the demand of a practical exercise by, for example:

- Using pre-prepared foods **or** using a simpler seam finish.

Exemplars of the level potential of a variety of practical exercises are shown in **Appendix 1**.

Two grades are distinguished at each Level. The higher of the two grades should be awarded to performances which demonstrate a high degree of competence. See **Appendix 2**.

To help you further, the following tables illustrate differentiation across the full range of grades.

	Determine Level	**Determine Grade**
CO6	**What** factor – increasing complexity and combination of skills within time	**How** factor – increasing effectiveness
To carry out a practical exercise taking account of relevant health and safety factors	♦ Complexity of the practical exercise within available time (use of time) ♦ Combination of skills	♦ Organisation of the practical exercise (rhythm, pace of work) ♦ Integration/dovetailing/ order of work ♦ Choice of tools and equipment ♦ Observation of health and safety factors

Complexity of **what** is attempted determines the level

Credit Level	Grade 2	Grade 1
General Level	Grade 4	Grade 3
Foundation Level	Grade 6	Grade 7
	Basic competence	High degree of competence

Degree of effectiveness, ie **how** attempted determines the Grade

Course Objective 7: Carry out a Practical Assignment

Extended Grade Related Criteria

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:
Analysing		
Identifying the key points	Identifying and **explaining** the key points	Identifying and explaining **all** the key points **and additional relevant points**
Planning		
Choosing an appropriate practical item or items	Choosing **and giving an explanation of the choice** of an appropriate item or items	Choosing and giving an explanation **with some detail** of the choice of appropriate item or items
Carrying out		
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
Evaluating		
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

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. 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.

Candidates will be formally assessed on the Practical Assignment 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 visiting Verification, which will take place in February/March each year. The Verification activity can be related to a food assignment, a fabric assignment or a combination of both. See **Appendix 8** for more information relating to Verification.

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 4** provides a list of suitable Practical Assignment briefs with the key points underlined, however centres are 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**. Due to the time constraint placed on the candidate by the Practical Assignment, the pro forma allows for a maximum of **four additional key points** to be identified.

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

A <u>sports-team</u> is <u>visiting</u> your <u>school.</u> <u>Provide</u> a <u>variety</u> of <u>buffet</u> <u>foods.</u>

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 repeat of those already identified.

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

- A copy of the candidate pro forma can be found on the Home Economics page at www.sqa.org.uk
- 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 the **same grade** should be entered **twice**.
- The time allocation should be entered in minutes, and should not exceed the maximum of 360 minutes in total.
- Please see Practical Assignment Exemplars A-H on the SQA website: www.sqa.org.uk

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 **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)

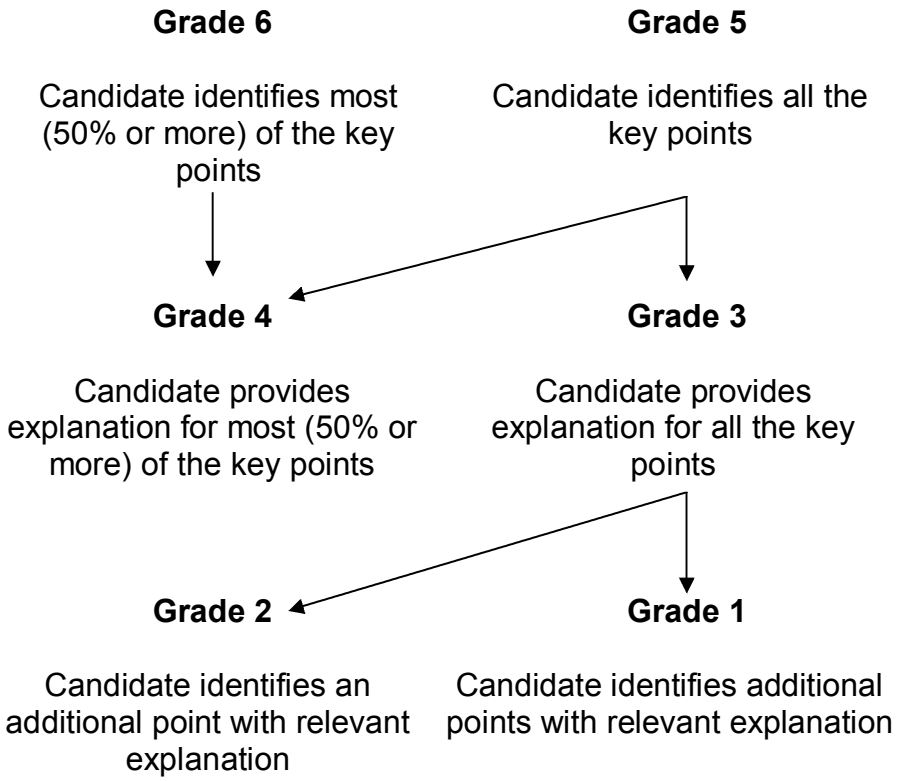
FOUNDATION	GENERAL	CREDIT
Identifying the key points.	Identifying **and explaining** the key points.	Identifying **and explaining all** the key points and **additional relevant points**.
Grade 6 Candidate identifies **most** (50% or more) of the key points. **Grade 5** Candidate identifies **all** the key points.	**Grade 4** Candidate identifies **most** of the key points and provides relevant **explanation for most (50% or more)**. **Grade 3** Candidate identifies **all** the key points and provides **relevant** explanation for each.	**Grade 2** Candidate identifies **all** the key points and **an** additional point and provides relevant explanation. **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.

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
Choosing an appropriate practical activity or activities. **Page 5 (page 8 is not assessed)**	Choosing **and giving an explanation** of the choice of appropriate activity or activities. **Page 5, 6, 7 (page 8 is not assessed)**	Choosing and giving an explanation **with some detail** of the choice of appropriate activity or activities. **Page 5, 6, 7 (page 8 is not assessed)**
Grade 6 Choices are linked to **most** (50% or more) of the key points. **Grade 5** Choices are linked to **all** of the key points.	**Grade 4** Choices linked to the key points with **basic explanation** provided for **most** points (50% or more). ♦ One bullet point for each. **Grade 3** Choices linked to **all** the key points with **basic** explanation provided for **each.** ♦ One bullet point for each.	**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. **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.

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.

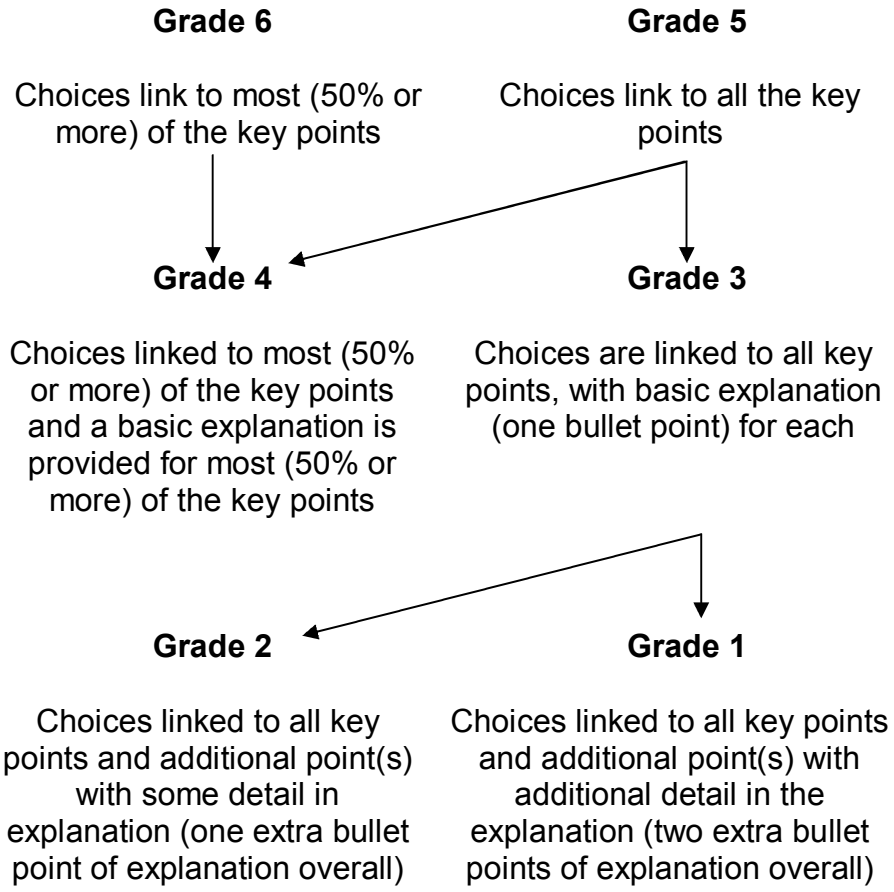
Note: A candidate who omits a key point in the Analysing strand should not be penalised subsequently in the Planning strand, ie the candidate will have to explain only the key and additional points they identified during the Analysing strand.

Page 6–7

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

(observation checklist)

- Teachers must use the observation checklist which can be found in **Appendix 6** of this document.
- 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 7**) 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.
Grade 6 The majority of ticks will Appear in the **some** column for each aspect. **Grade 5** Most ticks are in the **some** column but a few are in the satisfactory column.	**Grade 4** The majority of ticks are in the **satisfactory** column with a few in the some column for each aspect. **Grade 3** Most ticks are in the **satisfactory** column, but a few are in high and/or some column for each aspect.	**Grade 2** The majority of ticks are in the **high** column, but with some in the satisfactory column for each aspect. **Grade 1** Most ticks are in the **high** column, with very few in the satisfactory column for each aspect.

Evaluating

(pages 9–13 of the pro forma)

FOUNDATION	GENERAL	CREDIT
Evaluating the success of the item(s). **Page 9 only**	Evaluating the success of the item(s) with explanation. **Pages 9, (10 and 11)** **Pages 12 and 13 are optional**	Evaluating the success of the item(s) and the effectiveness of the planning process with explanation. **Pages 9, 12, and 13**
Grade 6 Candidate evaluates the success of the item(s) by allocating a star rating to **most** (more than 50%) evaluation areas.	**Grade 4** 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).	**Grade 2** Candidate evaluates the success of the item(s) and the effectiveness of the planning process by providing **relevant explanation** for **each** of the areas. ♦ One bullet point of explanation for each area.
Grade 5 Candidate evaluates the success of the item(s) by allocating a star rating to **each** evaluation area.	**Grade 3** Candidate evaluates the success of the item(s) and provides explanation for **all** of the scores allocated to the items.	**Grade 1** 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. ♦ 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

Grade 6

Evaluation of the success of the item(s) by allocating a star rating to **most** (more than 50%) evaluation areas.

Grade 5

Evaluation of the success of all the item(s) made by allocating a star rating to **each** evaluation area.

Grade 4

Evaluation of the success of the item(s) with relevant explanation for **most** (more than 50%) of the scores allocated to the item(s).

Grade 3

Evaluation of the success of **all** the items with relevant explanation for **all** the scores allocated to the item(s).

Grade 2

Evaluation of the success of the item(s) and the effectiveness of the planning process by providing **relevant explanation** for **each** of the strands.

Grade 1

Evaluation of the success of the item(s) and the effectiveness of the planning process by providing relevant explanation with **some detail** for **each** of the strands.

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 candidate's 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

STANDARD GRADE HOME ECONOMICS

LEVEL POTENTIAL OF COURSE OBJECTIVE 6

CO6 To carry out a practical exercise, taking account of relevant health and safety factors

The following examples show the maximum level that can **potentially** be achieved by carrying out the practical exercises as detailed. Additional factors such as the use of time and the effectiveness of skill combination will determine the grade achieved.

Practical Exercise Details		**Time**	**Level Potential**
Minestrone Soup Cheese Bread	all fresh ingredients, simple recipe prepared by grating cheese, mixing with butter, slicing and finishing crusty loaf	50 mins	**Foundation**
Chicken Fricassee Cheesecake	fresh ingredients, all in one sauce biscuit base, simple creamed filling, decorated with fruit and piped topping	55 mins	**Credit**
Smoked Mackerel Dip Vegetable Plait	flaked fish, fromage frais, horseradish sauce; processed served with crackers ready made pastry, fresh made filling, all in one sauce to bind	50 mins	**General**
Chilli con Carne Fruit Flan	all fresh short pastry – blind glaze with juice, piped cream	55 mins	**Credit**
Chicken Stir Fry Apple Crumble	fresh vegetables and cooking chicken all fresh	55 mins	**General**
Mushroom Risotto Cheesecake	all fresh ingredients muesli base uncooked, cheese/ fromage frais filling decorated with fruit	60 mins	**General**
Chicken and Sweetcorn Pancakes chicken Salad Nicoise	pancakes from fresh, microwave chicken sauce/filling – fresh pancakes filled and stuffed, reheated and served vegetable prepared – all fresh, hard boiled eggs	70 mins	**Credit**
Quick Ham Pasta Garlic Bread	pasta boiled, sliced ham, fresh tomato sauce sliced, butter and garlic baguette	60 mins	**Foundation**
Chicken and vegetable lasagne Black Forest Gateau	All fresh ingredients Chicken, onion, mushrooms, pepper, celery, garlic, tomato sauce, cheese sauce Whisked chocolate sponge, filled and sides coated with cream and chocolate/ piped decoration and fruit topping.	90 mins	**Credit**

Appendix 2

Description of Grades

These describe performance within levels and apply to each element.

Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.

Grade 5 The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.

Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.

Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.

Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.

Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

Appendix 3

Grade for Practical and Organisational Skills

Summative assessment should be based on the candidate's performance in each course objective on more than one occasion. The grade awarded for each of the 3 course objectives involved should represent an overall judgement of performance in that objective. In determining each of these grades, emphasis should be given to the standard of performance achieved towards the end of the Course.

The following are examples of calculating the final grade for each course objective for 4 candidates. Grades are for practical exercises and practical assignments which have been undertaken in S4. The Overall Grade is the grade which, in the teacher's judgement, truly reflects each candidate's level of performance for each objective.

Candidate A

COs	Grades			Overall Grade
5	3	3	4	3
6	4	4	3	3
7	6	5		5
			Total	11
			Final Grade	**4**

Candidate B

COs	Grades			Overall Grade
5	3	4	5	4
6	2	3	2	2
7	3	4		3
			Total	9
			Final Grade	**3**

Candidate C

COs	Grades			Overall Grade
5	6	5	6	6
6	4	3	5	4
7	3	6		5
			Total	15
			Final Grade	**5**

Candidate D

COs	Grades			Overall Grade
5	2	3	2	2
6	3	2	2	2
7	4	3		3
			Total	7
			Final Grade	**2**

NOTE

- The overall grades for CO5 and CO6 need not come from the same practical exercise.
- Responsibility for summative assessment of candidates' performance rests with the teacher. Self/peer assessment is not acceptable for summative assessment.
- The application of the ERGC must be standardised within a Home Economics department.

The final grade for Practical and Organisational Skills is the mean of the overall grades for the three course objectives. The following table shows examples.

	Candidates			
	W	**X**	**Y**	**Z**
COs	**Grades**	**Grades**	**Grades**	**Grades**
5	2	2	3	6
6	3	2	4	5
7	1	4	5	5
Total	6	8	13	16
÷ 3 =	2.0	2.7	4.3	5.3
Final Grade	**2**	**3**	**4**	**5**

Appendix 4

Standard Grade Home Economics - Practical and Organisational Skills: CO5 and CO6 Teacher's Grading Sheet

Standard Grade Home Economics - Practical and Organisational Skills: CO5 and CO6 — Teacher's Grading Sheet

Available Time: mins

Candidate's Name Details of Exercise	CO(6) Grade		To carry out a practical exercise WHAT - complexity of exercise within available time (use of time) - combination of skills HOW - organisation of exercise (rhythm, pace of work) - integration/dovetailing (ordering of work) - choice of tools and equipment - health and safety factors	CO(5) Grade		To acquire practical skills HOW (degree of co-ordination) - manual dexterity and judgement - precision/accuracy - economy of movement - efficiency as regards - use of tools and equipment - measuring - controlling processes - standard achieved (product) - health and safety factors
	C T	E V	Justification of Grade	C T	E V	Justification of Grade
A						
B						
C						
D						
E						
F						

Appendix 5

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 a elderly relative
- Make item(s) suitable for a pregnant woman/convalescent
- Make a textile item(s) suitable for taking on holiday

Appendix 6

National Qualifications: Standard Grade Home Economics

Observational checklist for the assessment of the Carrying Out strand of the Practical Assignment

Candidate names →																														
Degree of efficiency (√ as required) →	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	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	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6

Centre: Class section:

Completed by: Date completed: Internally moderated by:

Appendix 7

Exemplar showing the use of the Carrying Out strand observation checklist

The exemplar on the next page illustrates the use of the observation 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 observation checklist to record candidate attainment in each lesson, or it is possible to use the observation 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 →	*Candidate A*		
Degree of efficiency (√ as required) →	High	Satisfactor	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.

National Qualifications: Standard Grade Home Economics

Observational checklist for the assessment of the Carrying Out strand of the Practical Assignment

EXEMPLAR

Candidate names →	*Candidate A*			*Candidate B*			*Candidate C*			*Candidate D*			*Candidate E*			*Candidate F*			*Candidate G*			*Candidate H*			*Candidate I*			*Candidate J*		
Degree of efficiency (√ as required) →	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	Some	High	Satisfactor	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	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6	1 2	3 4	5 6

Centre: Hanover High School
Completed by: A. N. Other

Class section: 4B
Date completed: 30/6/09

Internally moderated by: A.N. Otherone

Appendix 8

Verification

A summary of Verification activity is outlined below. Comprehensive centre guidance documents and associated stationery will be issued to centres when they are selected for Verification.

There are two Verification models:

Centres may be selected for visiting Verification for **both** Course Objectives 5 and 6 **and** the Analysing, Planning and Evaluating strands of the Practical Assignment (Course Objective 7). The Verifier will observe **six** candidates undertaking a variety of practical activities. They will also verify the CO7 Practical Assignment pro forma for **six** candidates with reference to the Analysing, Planning and Evaluating strands.

OR

Centres may be selected for visiting Verification for all four strands of the Practical Assignment (CO7), ie the Analysing, Planning, **Carrying Out** and Evaluating strands. The Verifier will observe six candidates undertaking a variety of activities as part of the Carrying Out strand. They will also verify the Practical Assignment pro forma for **six** candidates with reference to the Analysing, Planning and Evaluating strands.