

## **NATIONAL QUALIFICATIONS 2006**

### **HOME ECONOMICS**

**All Contexts – Health and Food Technology  
Fashion and Textile Technology  
Lifestyle and Consumer Technology**

### **INTERMEDIATE 1**

**Notes of guidance for Teachers and Lecturers  
on the  
Practical Assignment**

**Please destroy all previous versions of this document.**

## Introduction

This guidance documentation is designed to complement the guidance provided for candidates in the *Notes of Guidance to Candidates on the Practical Assignment* and the exemplar Practical Assignments for Health and Food Technology, Lifestyle and Consumer Technology and Fashion and Textile Technology on the SQA website ([www.sqa.org.uk](http://www.sqa.org.uk)).

**The Practical Assignment is the one form of external assessment for all Intermediate 1 Home Economics courses.**

These notes of guidance are produced to assist teachers and lecturers follow the Practical Assignment pro forma. The provision of a breakdown of marks for each of the three sections of the Practical Assignment should assist teachers/lecturers in the estimation of course grades for candidates, as well as providing an indication of the quality of work demanded by the Practical Assignment.

The Practical Assignment has been designed to assess the candidate's ability to:

- Plan an appropriate response to a brief
- Carry out a range of food preparation techniques and cookery processes appropriate to the assignment specification
- Demonstrate effective use of time and resources when carrying out the practical assignment
- Demonstrate an appropriate level of specialist craft skills in carrying out the practical assignment
- Apply appropriate health and hygiene measures in carrying out the practical assignment
- Evaluate the quality of the product for the intended user and the success of the overall plan

The Practical Assignment has a time allocation of **up to 10 hours** and has a total mark allocation of 45 marks. The majority of the candidate's time should be allocated to practical work as is reflected in the division of marks to each of the three sections detailed below:

Section	Total Mark Allocation
<b>Planning</b>	8 marks
<b>Implementing</b>	27 marks
<b>Evaluating</b>	10 marks

Both Planning and Evaluating are wholly externally assessed. They are **not marked** by the centre. Candidates will write directly onto the pro forma. On completion of the Practical Assignment, the pro forma will be sent to SQA for marking. Submission details will follow in due course.

Implementing is **assessed internally** by the teacher/lecturer. A pro forma will be provided for this purpose. The internal assessment of the implementing section may be subject to a moderation visit by a visiting moderator appointed by SQA. Further detail will follow in due course.

On completion of all three sections of the Practical Assignment, both the Practical Assignment pro forma and the Practical Assignment – Internal Assessment Mark Form will be returned to SQA.

It is important that all work undertaken by candidates in respect of the Practical Assignment is that of the candidate. **It is the teacher/lecturer’s responsibility to indicate that this is the case by ticking the relevant box on page 5 of the Practical Assignment pro forma.** The teacher/lecturer **must tick one box only.**

The following section provides a breakdown of the mark allocations for each section of the Practical Assignment. This section should be used in conjunction with the *Notes of Guidance to Candidates on the Practical Assignment*, the associated exemplar Practical Assignments and the Practical Assignment pro forma.

### Breakdown of Marks

Planning		Total mark allocation	8 marks
Step	Mark allocation	Marking details	
1	3 marks	<ul style="list-style-type: none"> <li>• A candidate who lists <b>all</b> the main points from the assignment brief will be awarded 2 marks</li> <li>• A candidate who provides <b>more than half</b> the main points will be awarded 1 mark</li> <li>• A candidate who provides <b>less than half</b> of the main points will be awarded 0 marks</li> <li>• A candidate who lists additional (<b>maximum of 2</b>) and relevant main points associated with the assignment brief will be awarded an additional 1 mark</li> </ul>	
2	1 mark	<ul style="list-style-type: none"> <li>• A candidate who provides a range of possible solutions that meet <b>the needs</b> of the assignment brief will be awarded 1 mark</li> <li>• A candidate who provides a range of possible solutions that do not relate to the needs of the assignment brief will be awarded 0 marks</li> </ul>	
3	1 mark	<ul style="list-style-type: none"> <li>• A candidate who selects an item(s) which meet <b>all</b> the needs of the assignment brief will be awarded 1 mark</li> <li>• A candidate who selects an item(s) which do not meet the needs of the assignment brief will be awarded 0 marks</li> </ul>	

Step	Mark allocation	Marking details
4	2 marks	<ul style="list-style-type: none"> <li>• A candidate's time plan which shows <b>good</b> deployment of time in a logical manner will be awarded 2 marks</li> <li>• A candidate's time plan which shows <b>lapses</b> in either deployment of time or which is illogical in manner will be awarded 1 mark</li> <li>• A candidate's time plan which is neither logical or effective in the deployment of time will be awarded 0 marks</li> </ul>
5	1 mark	<ul style="list-style-type: none"> <li>• A candidate who <b>accurately</b> requisitions <b>all</b> equipment, materials and resources for all the practical activities to be undertaken will be awarded 1 mark</li> <li>• A candidate who does not accurately requisition all equipment, materials and resources for all the practical activities to be undertaken will be awarded 0 marks</li> <li>• <b>Please note that the requisition sheet should now stay in the Pro Forma and be ticked by the teacher/lecturer</b></li> </ul>

Step 6	Implementing	Total mark allocation	27 marks
	<p>Candidates will be assessed holistically over the period of time in which they are carrying out practical activities.</p> <p>Candidates will be assessed on the following areas:</p> <ul style="list-style-type: none"> <li>• The complexity of the task(s)</li> <li>• Organisational ability</li> <li>• Following instructions</li> <li>• Completing tasks to plan</li> <li>• Presenting in size or quantity planned</li> <li>• Standard achieved</li> <li>• Standard of dress/hygiene</li> <li>• Safe and hygienic practices in the use of processes and equipment</li> <li>• Maintenance of the working area</li> </ul> <p>Candidates will be assessed on a four point scale.</p> <p>Centres will receive more details in due course, including guidance in terms of assessing the above criteria.</p>		

<b>Evaluating</b>	<b>Total mark allocation</b>	<b>10 marks</b>
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<b>Step</b>	<b>Mark allocation</b>	<b>Marking details</b>
7	10 marks	<p><i>Sensory evaluation table</i></p> <p>1 mark is awarded for the evaluation of the item(s) made under each of the three headings. Total of 3 marks available.</p> <p>Markers will be looking for consistency of comment throughout the whole of the evaluation section.</p> <p><i>Comments on sensory evaluation</i></p> <p>1 mark is awarded for reasoned comments linked to each of the three sensory chart headings. The comments must reflect the star rating previously indicated by the candidate if marks are to be awarded. Total of 3 marks available.</p> <p><i>Comment on main points</i></p> <p>4 marks are awarded for evaluative comments that link to each of the main points and additional points identified in Step 1. Comments provided in this section must reflect comments made above. Markers will be looking for evaluative comment in relation to how well the main points and additional points have been met.</p> <p>4 marks for valid comments linked to all main points and additional points.</p> <p>3 marks for valid comments linked to more than half the main points and additional points identified.</p> <p>2 mark for valid comments linked to half the main points and additional points identified.</p> <p>1 mark for valid comments linked to less than half the main points and additional points identified.</p> <p>0 marks for valid comments which are not linked to main points and additional points.</p>

The following section provides additional detail to Centres that will be useful when preparing candidates for external assessment.

## **Completing the pro forma**

For the return of the Practical Assignment, a flyleaf will be provided on which candidate details will be completed.

### **Page 1 of the pro forma – Step 1**

Candidate writes the assignment brief in the space provided.

Candidate lists all the **main points** from the assignment brief in the space provided. Candidates who provide relevant main points **in addition** to those which come directly from the assignment brief should add these to the additional points identified column (**maximum of 2 additional points**).

### **Page 2 of the pro forma – Step 2**

Candidates can identify a **maximum of 10 main points/additional points**.

Candidates list the possible items in the column headed '**possible items**'.

For each item listed, the candidate has to use a tick to show if this item meets the main point/additional point. The candidate does this for each item and for **each** main point/additional point.

### **Page 2 of the pro forma – Step 3**

The candidate, thinking about the time available, the resources available and their own skills and abilities, selects item(s) to be made. The candidate confirms their choice of item by ticking the '**final choice**' box.

Candidates will not be penalised in relation to the number of items selected at this stage. Poor use of time and lack of complexity in the tasks selected may be penalised in later sections of the assignment.

### **Page 3 of the pro forma – Step 4**

The candidate should show the allocation of the 10 hours. It is anticipated that candidates will spend **50% of the allocated time** carrying out practical work. For textile activities this might be one item. For food work it is anticipated that candidates would be undertaking a variety of activities over a period of time.

Candidates are expected to allocate time to both planning and evaluation. The remainder of the time to be allocated should demonstrate how the candidate proposes to use their time, showing the order in which items to be made will be manufactured.

Teachers/lecturers can provide assistance to candidates by informing them of the number of lessons over which the 10 hours will span. This will allow for effective planning. Candidates will be penalised for planning which is retrospective.

The first planning task has been completed for the candidates. Candidates must insert the date that planning started, and the length of the lesson.

## **Page 4 of the pro forma – Step 5**

Once the candidate has selected all the items to be manufactured, and has completed their time plan, the requisition sheet should be completed. The requisition sheet has been provided in the pro forma. This sheet **must be completed and included in the pro forma.**

Candidates must order **all** equipment, materials and resources required for the manufacture of their selected items. **It is the teacher/lecturer's responsibility to indicate that work undertaken by the candidate has been undertaken correctly, and by the candidate.** This should be indicated by ticking the relevant box on page 5 of the pro forma.

Centres should, as a matter of course, rectify any obvious omissions from requisition sheets so as not to penalise candidates later in the assignment. Candidates would, however, be penalised as the teacher/lecturer in charge would have indicated on page 5 that an omission/inaccuracy had taken place.

**Note:** Candidates undertaking the Lifestyle and Consumer Technology course have a combined food and textile requisition sheet in their pro forma and this should be used as and when required.

## **Page 5 of the pro forma – Step 6 and 7**

See page 4 - Implementing

### **Step 7 - Stage 1**

Candidates are expected to carry out a simple sensory evaluation test on **all** the items made. Candidates use a three point rating scale to assess the item(s) made.

### **Step 7 - Stage 2**

Candidates have to refer back to their star ratings and make evaluative comments to back up the ratings provided for each of the items made.

**It is considered good practice to transfer star ratings on to the evaluation table.**

Markers will be looking for a direct link between these first two stages of Step 7. Candidates are expected to provide evaluative comment.

### **Step 7 - Stage 3**

Candidates are expected to evaluate how well they have met the requirements of the Practical Assignment. To do this, candidates must provide evaluative comment on how well **each** of the main/additional points has been met by the production of the selected item(s).

Centres are reminded that the Practical Assignment must be the work of the candidate only.

Additional guidance in relation to the return of the completed Practical Assignment pro forma, and the arrangements for the moderation of internal assessment will be issued in due course.