



# Understanding Standards: Home Economics

## Intermediate 1

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# Introduction

This exemplification material contains sample responses to the Home Economics Intermediate 1 Practical Assignment. There is one example for each of Health and Food Technology, Lifestyle and Consumer Technology and Fashion and Textile Technology.

The scripts come accompanied with commentaries that include remarks to illustrate standard guidelines, and highlight positive aspects of the response. Each comment clearly indicates the question to which it belongs. Steps 1/2/3 etc., for example, of the commentary correspond to steps 1/2/3 etc. of the script.

Attention is drawn to the following documents which are available on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk):

- ◆ Teacher's/Candidate's Guide for the completion of the Practical Assignment (Revised August 2007)
- ◆ Intermediate 1 Evaluative Comments
- ◆ Marking guidelines: Food Based and Fabric Based
- ◆ Evaluation Skills pack issued by SQA in October 2001 (on SQA secure website)

# **Intermediate 1**

## **Health and Food Technology**

# Planning

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## Step 1

### Design Brief

Write your design brief in the space below:

Make dishes using total complex carbohydrates which would appeal to teenagers.

Use the columns below to list the:

- ◆ Main points of the assignment. (These must be numbered)
- ◆ Any additional points that you have identified. (These must be numbered)

Main points identified	Additional points identified
1 Make 2 dishes 3 using 4 total complex carbohydrates 5 which would appeal to 6 teenagers	7 time available

2	2
1	1

## Step 2

List the **possible** item(s) that you could make which would meet all the main points and additional points you have identified.

Use the grid below as a checklist to help you.

Main points/additional points →	1	2	3	4	5	6	7	8	9	10	Final Choice
↓ Possible items	Use a tick (✓) if the item meets the main points/ additional points										
Veg pasta bake	✓	✓	✓	✓	✓	✓	✓				✓
Baked potato with chilli	✓	✓	✓	✓	✓	✓	✓				
Leek and potato soup	✓	✓	✓	✓	✓	✓	✓				✓
Minestrone soup	✓	✓	✓	✓	✓	✓	✓				
Chilli con carne with rice	✓	✓	✓	✓	✓	✓	✓				✓
Sweet and sour chicken with noodles	✓	✓	✓	✓	✓	✓	✓				✓
Lentil soup	✓	✓	✓	✓	✓	✓	✓				
Lasagne with salad	✓	✓	✓	✓	✓	✓	✓				
Apple crumble	✓	✓	✓	✓	✓	✓	✓				✓
Vegetable pizza	✓	✓	✓	✓	✓	✓	✓				✓

## Step 3

Think about the **time** and **resources** available to you and your own skills.

In the '**Final Choice**' column of the above chart, place a tick (✓) to show the item(s) that you are going to make.

1	1
1	1

**Step 4**

Thinking about the item(s) that you have chosen to make, complete an **outline plan** to show how you plan to use the **10 hours** that you have been allocated.

The task for lesson 1 has been completed for you.

**Remember that you will need to allocate time for the evaluation of the Practical Assignment.**

**Practical work should account for at least 5 hours.**

**Time Plan for 10 hours**

Lesson Number	Length of Period	Date	Task(s) to be completed
1	52 mins	3/3/07	<b>Planning the Practical Assignment</b>
2	52 mins	4/3/07	Planning – decide on dishes and fill in food orders and list the equipment and resources required.
3	52 mins	6/3/07	Planning – fill in proforma
4	52 mins	10/3/07	Practical 1 – leek and potato soup
5	52 mins	11/3/07	Practical 2 – chilli con carne
6	52 mins	13/3/07	Practical 3 – pizza
7	52 mins	17/3/07	Practical 4 – vegetable pasta bake
8	52 mins	18/3/07	Practical 5 – sweet and sour chicken with noodles
9	52 mins	20/3/07	Practical 6 – apple crumble
10	52 mins	24/3/07	Evaluating dishes – star ratings
11	52 mins	25/3/07	Write evaluative comments on dishes
12	28 mins	27/3/07	Complete proforma and check over
			<b>Candidates must make reference to ordering or requisitioning food, equipment or other resources</b>

3

3

## Step 5

Now complete the order form below, showing all the equipment, materials and resources that you will need in order to make the item(s) you have selected.

### Candidate Requisition Form

Requisition form for resources, equipment and materials		
Food required	Equipment required	Other items required
Potatoes – 4 Leek – 1 Onion – 3 Cooking apple – 1 Broccoli – 150 g  Sugar – 100 g Pineapples, tinned, ring – 4 Vinegar – 50 ml Chicken breast – 1 Penne pasta – 75 g Mince 75 g Rice 150 g Vegetable stock cube – 2 Kidney beans – 70 g Chopped tomatoes, tinned – 250 g Flour – 150 g Margarine 50 g Passatta – 100 ml	Pans and lids Flan ring for pizza Baking tray Casserole dish	Flour dredger

This order form **should** be submitted to SQA. (only one)  
This sheet can be photocopied for practical use in the Centre.

# Implementing

## Step 6

Now carry out all your practical activities.  
Your Teacher/Lecturer will be assessing you as you work.

# Evaluating

## Step 7

Thinking about **all** the item(s) that you manufactured, complete the sensory evaluation chart below to evaluate each finished item(s).

Rating →			
↓ Item(s) made	Appearance	Texture	Taste
Leek and potato soup	★ ★	★ ★ ★	★ ★ ★
Chilli con carne with rice	★ ★ ★	★ ★	★ ★
Pizza	★ ★ ★	★ ★ ★	★ ★ ★
Veg pasta bake	★ ★	★ ★ ★	★ ★ ★
Sweet and sour chicken and noodles	★ ★ ★	★	★ ★
Apple crumble	★ ★	★ ★ ★	★ ★

Use the following key to indicate the rating for the item(s) made:

**Excellent**      ★ ★ ★

**Good**            ★ ★

**Could be better**    ★

3	3
---	---

## Step 7 (continued)

Make an evaluative comment about **each** of the item(s) you made using the headings given in the sensory chart.

Use the tables on the next three pages to help you.

Item made	Comment relating to the star rating for <b>appearance</b>
Leek and potato soup	I gave this 2 stars for appearance because it looked good with the chopped parsley on top but would have looked better with the cream as a contrast to the green soup.
Chilli con carne with rice	I gave this 3 stars for appearance because the white rice contrasted well with the red chilli and I arranged it well in the dish so it looked neat.
Vegetable pasta bake	I gave this 2 stars for appearance as the top of it looked a bit boring. I added too much of the cheese to the cheese sauce so there was not enough for the top. I should have been more careful and maybe added chopped parsley to the remaining cheese to make it more colourful.
Sweet and sour chicken and noodles	I gave this 3 stars for appearance because it looked really colourful with all the different vegetables in the sauce, eg red and green peppers, etc.

1

1

**Step 7** (continued)

Item made	Comment relating to the star rating for <b>texture</b>
Leek and potato soup	I gave this 3 stars for texture because it was lovely and smooth as I liquidized it for a long time.
Chilli con carne with rice	I gave this 2 stars for texture as I had overcooked the rice slightly and so it was a bit soggy. The texture of the mince was good as I had cooked the mince for the right amount of time.
Vegetable pasta bake	I gave this 3 stars for texture as all the different vegetables gave it an interesting texture – the peppers were soft and the carrots were slightly crunchy.
Sweet and sour chicken with noodles	I gave this 1 star for texture because the vegetables were not cooked for long enough and were too crunchy for my liking.

1	1

**Step 7** (continued)

Item made	Comment relating to the star rating for <b>taste</b> .
Leek and potato soup	I gave this 3 stars for taste because the leeks gave it a lovely taste and I had seasoned it well with salt and pepper.
Chilli con carne with rice	I gave this 2 stars for taste because it had a bit too much chilli powder in it for my liking ... next time I will add a bit less.
Vegetable pasta bake	I gave this 3 stars for texture as all the flavours of the different vegetables came through and along with the bland pasta and cheese sauce it all made this dish really tasty.
Sweet and sour chicken with noodles	I gave this 2 stars for taste as the sauce was very tasty because of all the ingredients like tomato sauce, vinegar and brown sugar but I could hardly taste the chicken ... maybe next time I should add more chicken.

1	1

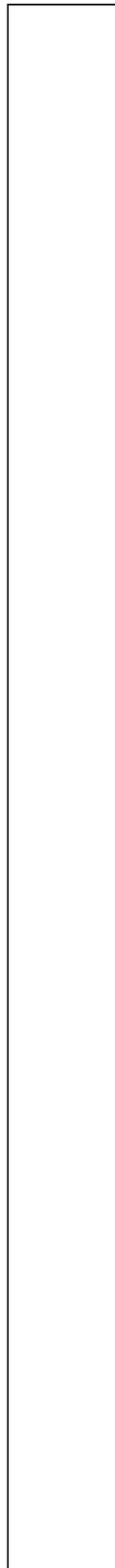
**Step 7** (continued)

Think about **all** the main points and additional points you considered in **Step 1**.

Provide an evaluative comment on how well your finished item(s) have met **each** of the main points and additional points.

Complete the chart below:

Main point/ additional point	Comment
1 Make	I made a selection of dishes including leek and potato soup, chilli con carne and rice, and apple crumble. I was able to make these as I had previously made them in the class and so felt confident when making them although not all of them turned out perfectly, eg the chilli con carne as I had overcooked the rice.
2 dishes	I made a range of different dishes, eg a soup as in leek and potato, main course such as sweet and sour chicken and noodles but only one dessert which was apple crumble. I only did one dessert as most desserts tend not to be too healthy so we shouldn't be eating too many of them.
3/4 using total complex carbohydrates	All my dishes contained total complex carbohydrates and I tried to use a variety, eg I used rice with the chilli con carne, I used noodles with the sweet and sour chicken, there were potatoes in the leek and potato soup, and there was pasta and vegetables in the minestrone soup.
5 which would appeal to	Most of my dishes were appealing as I gave them 3 or 2 stars for appearance. The most appealing were chilli, pizza and sweet and sour chicken with noodles as I had given them 3 stars because I had taken time to present them well, eg made sure the shape of the pizza was round.
6 teenagers	All of the dishes met this point because as I am a teenager I should know what teenagers like but also because at the end of the practical lessons we tasted each other's dishes and everyone liked the ones I made especially the pizza and vegetable pasta bake.
7 time	I met this point because I made all the dishes within the 52 minutes that I was allowed. I had a lot of spare time during the soup lessons but the vegetable pasta bake was quite rushed as you have to make the vegetable sauce, cook the pasta, make the cheese sauce and grill it. I have made it a few times before so I think this definitely helped me do it quicker.



**Step 7** (continued)

Main point/ additional point	Comment		
		4	4
<b>Total</b>		18	<b>18</b>

Step	Marking explanation
Step 1 (page 1)	<p>The candidate has identified all 6 main points therefore gains 2 marks. One acceptable additional point has been identified therefore 1 mark has been awarded.</p> <p><b>NB – It is not advisable to list too many additional main points as these will have to be evaluated in Step 7. On page 2 there is only room for 10 points. Candidates should not exceed this number.</b></p>
Step 2/3 (page 2)	<p>The candidate has identified a range of 10 possible items that meet all the main and additional points so gets 1 mark. He/she has identified 6 final items that meet all the main and additional points so again is awarded 1 mark.</p>
Step 4/5 (page 3/4)	<p>The candidate has planned for exactly 10 hours and of this just over 5 hours was for practical work. The plan is logical, shows good use of time and involves the dishes identified in Step 3. This is acceptable, as is the numbering of the lessons and dates. The candidate has made reference to ordering or requisitioning resources and equipment. The candidate therefore gains 3 marks.</p> <p>Centres should ensure that candidates plan for exactly 10 hours.</p>
Step 7 (page 5)	<p>All of the items made by this candidate have been evaluated under appearance, texture and taste and therefore the candidate gains 3 marks.</p>
Step 7 (pages 6–8)	<p>The candidate has made suitable evaluative comments under appearance, texture and taste therefore gains 3 marks.</p>
Step 7 (pages 9–10)	<p>All of the evaluative comments made for the identified main and additional points are valid therefore 4 marks were awarded.</p>
	<p><b>Total marks for this candidate – 18/18</b></p>

# **Intermediate 1**

## **Lifestyle and Consumer Technology**

# Planning

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## Step 1

### Design Brief

Write your design brief in the space below:

Make an item or items suitable for a children's party

Use the columns below to list the:

Main points of the assignment. (These must be numbered)

Any additional points that you have identified. (These must be numbered)

Main points identified	Additional points identified
<ol style="list-style-type: none"><li>1. Make</li><li>2. Item or items</li><li>3. Suitable</li><li>4. Children's</li><li>5. Party</li></ol>	<ol style="list-style-type: none"><li>6. Skill</li><li>7. Time</li></ol>

2

2

1

1

## Step 2

List the **possible** item(s) that you could make which would meet all the main points and additional points you have identified.

Use the grid below as a checklist to help you.

Main points/additional points →	1	2	3	4	5	6	7	8	9	10	Final Choice
↓ Possible items	Use a tick (✓) if the item meets the main points/ additional points										
Birthday cake	✓	✓	✓	✓	✓	✓	✓				✓
Banana cake	✓	✓	✓	✓	✓	✓	✓				
Macaroni cheese	✓	✓	✓	✓	X	✓	✓				
Shortbread teddies	✓	✓	✓	✓	✓	✓	✓				✓
Baked apple	✓	✓	✓	✓	X	✓	✓				
Sausage rolls	✓	✓	✓	✓	✓	✓	✓				
Sandwiches	✓	✓	✓	✓	✓	✓	✓				✓
Banner	✓	✓	✓	✓	✓	✓	✓				✓
Table cover	✓	✓	✓	✓	✓	X	X				
Party bag	✓	✓	✓	✓	✓	✓	✓				
Party hat	✓	✓	✓	✓	✓	✓	✓				
Napkin	✓	✓	✓	✓	✓	✓	✓				

## Step 3

Think about the **time** and **resources** available to you and your own skills.

In the **‘Final Choice’** column of the above chart, place a tick (✓) to show the item(s) that you are going to make.

1	1
1	1

## Step 4

Thinking about the item(s) that you have chosen to make, complete an **outline plan** to show how you plan to use the **10 hours** that you have been allocated.

The task for lesson 1 has been completed for you.

**Remember that you will need to allocate time for the evaluation of the Practical Assignment.**

**Practical work should account for at least 5 hours**

**Time Plan for 10 hours**

Lesson Number	Length of Period	Date	Task(s) to be completed
1	50 mins	9/12/07	<b>Planning the Practical Assignment</b>
2	50 mins	10/1/07	Food and fabric request sheets completed
3	50 mins	11/1/07	Complete plans and order form Collect fabric and other resources.
4	50 mins	12/1/07	Make a plain sponge. Make fondant teddies for the top.
5	50 mins	15/1/07	Decorate the cake with icing and teddy shapes.
6	50 mins	16/1/07	Cut out fabric for banner. Cut out fabric teddies.
7	50 mins	17/1/07	Machine teddies onto banner.
8	50 mins	18/1/07	Complete banner.
9	50 mins	19/1/07	Make teddy shortbread and sandwiches.
10	50 mins	22/1/07	Evaluation
11	50 mins	23/1/07	Evaluation
12	50 mins	24/1/07	Complete evaluation
			<b>Candidates must make reference to ordering or requisitioning food, equipment or other resources</b>

3

3

## Step 5

Now complete the order form below, showing all the equipment, materials and resources that you will need in order to make the item(s) you have selected.

### Candidate Requisition Form

Requisition form for resources, equipment and materials		
Food/Fabric required	Equipment required	Other items required
Self-raising flour – 200 g Caster sugar – 400 g Soft margarine – 200 g Eggs – 6 Flour – 300 g Butter – 100 g Icing sugar – 300 g Bread – 4 slices Gammon – 2 slices Cheese – 50 g Tuna – 75 g Mayonnaise – 50 ml  Cotton twill – 2 m Felt – different colours Threads	Sewing machine Cake tins Scissors Needle	Greaseproof paper

This order form **should** be submitted to SQA. (only one)  
 This sheet can be photocopied for practical use in the Centre.

## Implementing

### Step 6

Now carry out all your practical activities.  
Your Teacher/Lecturer will be assessing you as you work.

## Evaluating

### Step 7

Thinking about **all** the item(s) that you manufactured, complete the sensory evaluation chart below to evaluate each finished item(s).

- If you have made only food item(s), use **Chart A**.
- If you have made only fabric item(s), use **Chart B**.
- If you have made food and fabric items, use **Chart A and Chart B**.

### Chart A

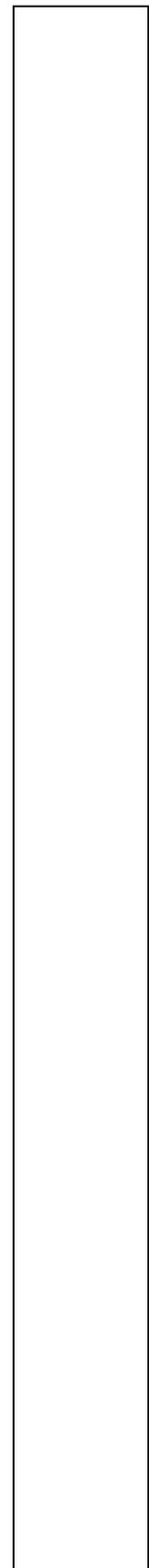
Rating $\longrightarrow$			
$\downarrow$ Item(s) made	<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>
Birthday cake	★ ★ ★	★ ★	★ ★ ★
Shortbread teddies	★ ★ ★	★ ★ ★	★ ★ ★
Sandwiches	★ ★	★ ★	★ ★

Use the following key to indicate the rating for the item(s) made:

**Excellent**      ★ ★ ★

**Good**            ★ ★

**Could be better**    ★





## Step 7 (continued)

Make an evaluative comment about **each** of the item(s) you made using the headings given in the sensory chart.

If you have made only food item(s), use **Tables A, B and C**.

If you have made only fabric item(s), use **Table D**.

If you have made food and fabric items, use **Tables A to D**.

Use the table below to help you.

**Table A - Comments for food item(s)**

Item made	Comment relating to the star rating for <b>appearance</b>
Birthday cake	I gave my cake 3 stars for appearance because it was very well decorated with the bright initials of the child. Also the fondant teddy bears made the cake look even better because they were bright as well.
Shortbread teddies	I gave my shortbread teddies 3 stars for appearance because they were cut very neatly with a teddy cutter. I also put an iced dot where their eyes should be which made them look very good.
Sandwiches	I only gave my sandwiches 2 stars for appearance because although they were filled with the right amount, when I cut them some of the bread broke with the cutter. The good ones were good and would appeal to children.

**Step 7** (continued)

**Table B - Comments for food item(s)**

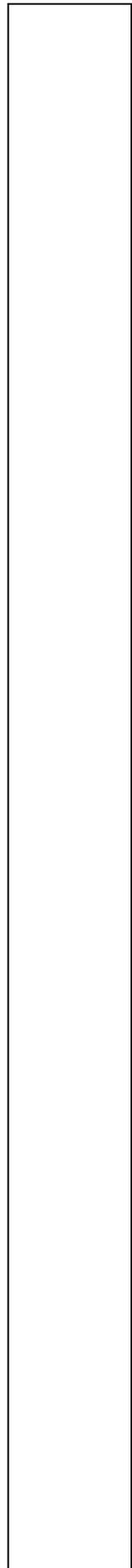
<b>Item made</b>	<b>Comment relating to the star rating for <i>texture</i></b>
Birthday cake	I gave my cake 2 stars. It has good variety of textures – spongy sponge and creamy icing. But although the cake was good I think I left it in the oven a bit too long so it was a bit dry around the edges.
Shortbread teddies	I gave my teddies 3 stars for texture because I left them in the oven for just the right length of time so they were very nice and crisp.
Sandwiches	I gave my sandwiches 2 stars for texture because they tasted good but if I had added a bit more mayonnaise to the egg filling it would have made them a bit more soft and moist.



**Step 7** (continued)

**Table C - Comments for food item(s)**

Item made	Comment relating to the star rating for <b>taste</b>
Birthday cake	I gave my cake 3 stars for taste because they tasted sweet and yummy. The combination of the ingredients of my cake was delicious because of the sweetness in the icing and the flavour of the cake. They were delicious.
Shortbread teddies	I gave my shortbread 3 stars for the taste because I cooked them for the right amount of time so there was no burnt taste. Also I added icing noses which gave them an added sweet taste.
Sandwiches	I gave my sandwiches 2 stars for taste because I used a selection of fillings for them. I made some egg, some ham and some tuna so that there was a range for everyone's taste. They would have been tastier if I had added more mayonnaise to the egg and tuna



**Step 7** (continued)

**Table D - Comments for fabric item(s)**

Sensory Chart heading	Comment relating to the star rating
<b>Appearance</b>	I gave my banner 2 stars for the appearance because from a distance it looks good, but close up you can see some of the stitching which could have been neater. This is because I found it a bit difficult turning the corners of the sewing machine.
<b>Texture</b>	I gave my banner 3 stars for texture because the contrast of texture was very good. I made it from cotton twill which is smooth and the teddies from felt which is fluffy and made them stick out. I also put ribbons on the teddys' necks which are smooth and also stood out.
<b>Colour</b>	I gave my banner 3 stars for colour because I liked the colours. The background was brown and the teddies were bright colours – red, yellow and blue – so they were very bright in contrast to the background and eye catching because of all the different colours. I think that the children would like it.

3	3
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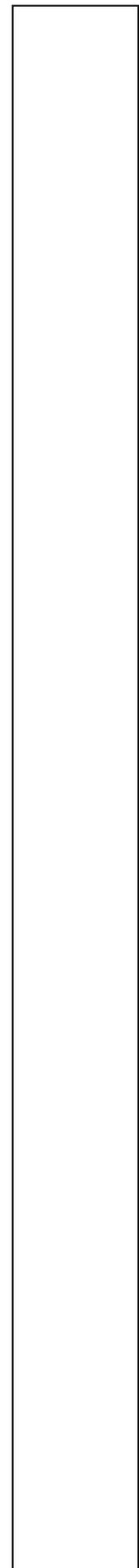
## Step 7 (continued)

Think about **all** the main points and additional points you considered in **Step 1**.

Provide an evaluative comment on how well your finished item(s) have met **each** of the main points and additional points.

Complete the chart below.

Main point/ additional point	Comment
1. Make	I was able to make all the dishes with not much help. I have made shortbread before so that was easy. But I needed a bit of help to make the banner.
2. Item or items	I chose to make these items because the cake was decorated with teddy fondant and the shortbread was cut in teddy shapes both of which would be liked by children. The sandwiches were also cut into animal shapes which would be fun for the children to eat. I made a banner with cut out teddies on, this would be good for the party so they would know what kind of party it was and it could be hung in the child's bedroom once the party was finished.
3. Suitable	The items I made were suitable for a young child because I stuck to the theme of teddies which children like. I also used bright colours such as red and blue and simple animal shapes which a child would like.
4. Children's	All the things I made were suitable for a child. The sandwiches were soft for a child to eat, the shortbread teddies were cut small so they would be easy to eat, the cake was decorated with teddies which the child would like and the banner had cut out bright teddies and could be used in the child's bedroom after the party.
5. Party	All the items I made were suitable for a children's party because I decided to make the party a teddy bears party and all my items fitted into the theme. The sandwiches were shaped like animals, the shortbreads were cut into teddy shapes, the cake had a fondant teddy on it and the banner had felt teddies stitched on. So they all fitted into the theme of a teddy bears' picnic party.
6. Skills	I showed all my skills when making these items. I used my piping skills for my cake; I used my rolling out skills with my shortbread and new skills for my sandwiches. When making my banner I used my sewing machine skills. Some of these I had used before and some of these I had to learn, but they were all good skills.



**Step 7** (continued)

Main point/ additional point	Comment		
7. Time	I used my time very carefully so that I could manage to complete all my items. To do this I followed my time plan very carefully and managed to finish all my items on time.	4	4
<b>Total</b>		18	18

Step	Marking Explanation
Step 1 (page 1)	<p>The candidate has identified all 5 main points therefore gains 2 marks. Two acceptable additional points have been identified therefore 1 mark has been awarded.</p> <p><b>NB - it is not advisable to list too many additional points as these will have to be evaluated in Step 7. On page 2 there is only room for 10 points – candidates should not exceed this number.</b></p>
Step 2/3 (page 2)	<p>The candidate has identified a range of 12 possible items that meet all the main and additional points so gets 1 mark. He/she has identified 4 final items that meet all the main and additional points so again is awarded 1 mark.</p>
Step 4/5 (page 3/4)	<p>The candidate has planned for exactly 10 hours and of this, 5 hours was for practical work. The plan is logical, shows good use of the time available and involves the items identified in Step 3. This is acceptable, as is the numbering of the lessons and dates. In addition, the candidate has referred to completing plans and orders. The candidate therefore gains 3 marks.</p> <p>Centres should ensure that candidates plan for exactly 10 hours.</p>
Step 7 (page 5)	<p>All of the items made by the candidate have been evaluated under the relevant headings: FOOD - appearance, texture and taste; FABRIC – appearance, texture and colour and therefore the candidate gains 3 marks.</p>
Step 7 (page 6–8)	<p>The candidate has made suitable evaluative comments under appearance, texture, taste and colour so therefore gains 3 marks.</p>
Step 7 (pages 9–10)	<p>All of the evaluative comments made for the identified main and additional points are valid therefore 4 marks have been awarded.</p>
	<p><b>Total marks for this candidate – 18/18</b></p>

# **Intermediate 1**

## **Fashion and Textile Technology**

# Planning

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## Step 1

### Design Brief

Write your design brief in the space below:

Make a textile item or items using an attractive surface decoration suitable for a teenager.

Use the columns below to list the:

Main points of the assignment. (These must be numbered)

Any additional points that you have identified. (These must be numbered)

Main points identified	Additional points identified
1) Make 2) textile 3) item or items 4) using attractive 5) surface decoration 6) suitable 7) teenager	8) time

2

2

1

1

## Step 2

List the **possible** item(s) that you could make which would meet all the main points and additional points you have identified.

Use the grid below as a checklist to help you.

Main points/additional points →	1	2	3	4	5	6	7	8	9	10	Final Choice
↓ Possible items	Use a tick (✓) if the item meets the main points/ additional points.										
Bag	✓	✓	✓	✓	✓	✓	✓	✓			
Pencil case	✓	✓	✓	✓	✓	✓	✓	✓			
Throw	✓	✓	✓	✓	✓	✓	✓	✓			
Skirt	✓	✓	✓	✓	✓	✓	✓	X			
Top	✓	✓	✓	✓	✓	✓	✓	X			
Jewellery Box	✓	✓	✓	✓	✓	✓	✓	✓			✓
Bean Bag	✓	✓	✓	✓	✓	✓	✓	X			
Dress	✓	✓	✓	✓	✓	✓	✓	X			
Lampshade	✓	✓	✓	✓	✓	✓	✓	X			
Curtains	✓	✓	✓	✓	✓	✓	✓	X			
Quilt	✓	✓	✓	✓	✓	✓	✓	X			

## Step 3

Think about the **time** and **resources** available to you and your own skills.

In the '**Final Choice**' column of the above chart, place a tick (✓) to show the item(s) that you are going to make.

1	1
1	1

## Step 4

Thinking about the item(s) that you have chosen to make, complete an **outline plan** to show how you plan to use the **10 hours** that you have been allocated.

The task for lesson 1 has been completed for you.

**Remember that you will need to allocate time for the evaluation of the Practical Assignment.**

**Practical work should account for at least 5 hours.**

### Time Plan for 10 hours

Lesson Number	Length of Period	Date	Task(s) to be completed
1	1 hour	1/3/07	<b>Planning the Practical Assignment</b> List the materials and equipment required on requisition form.
2	1 hour	5/3/07	Design Jewellery Box. Cut out paper pattern.
3	1 hour	6/3/07	Cut out cardboard and fabric. Iron vilene to back of all main fabric pieces. Using silver thread, sew a swirl design on the top piece of fabric.
4	1 hour	7/3/07	Sew on ribbon and buttons.
5	1 hour	8/3/07	Sew on beads and sequins.
6	1 hour	9/3/07	Sew the sides and bottom to the decorated piece of fabric to form a box shape. Fit onto cardboard box shape.
7	1 hour	12/3/07	Sew lining pieces together.
8	1 hour	13/3/07	Fit all together (including wadding) and finish sewing by hand.
9	1 hour	14/3/07	Evaluation
10	1 hour	15/3/07	Evaluation
<b>Candidates must make reference to ordering or requisitioning food, equipment or other resources</b>			

3

3

## Step 5

Now complete the order form below, showing all the equipment, materials and resources that you will need in order to make the item(s) you have selected.

### Candidate Requisition Form

Requisition form for resources, equipment and materials		
Fabric required	Equipment required	Other items required
250cm dark pink satin	Sewing machine	Card
250cm pale pink satin	Needle	Thread
250cm iron on Vilene	Scissors	Paper
	Pins	Parcel Tape
	Iron	Sequins
	Ironing Board	Wadding
	Cutting Board	Ribbon
	Stanley Knife	Beads
	Pen	Buttons
	Ruler	

This order form **should** be submitted to SQA. (only one)  
 This sheet can be photocopied for practical use in the Centre.

## Implementing

### Step 6

Now carry out all your practical activities.  
Your Teacher/Lecturer will be assessing you as you work.

## Evaluating

### Step 7

Thinking about **all** the item(s) that you manufactured, complete the sensory evaluation chart below to evaluate each finished item(s).

Rating →			
↓ Item(s) made	Appearance	Texture	Taste
Jewellery Box	★ ★ ★	★ ★ ★	★ ★ ★

Use the following key to indicate the rating for the item(s) made:

**Excellent**      ★ ★ ★

**Good**            ★ ★

**Could be better**    ★

3	3

## Step 7 (continued)

Make an evaluative comment about **each** of the item(s) you made using the headings given in the sensory chart.

Use the tables on the next three pages to help you.

Sensory Chart heading	Comment relating to the star rating
<b>Appearance</b>	I gave my jewellery box 3 stars for appearance as I had taken care when sewing it together and the finished result looked very professional as the stitching was neat and tidy and there were no loose threads. Also the surface decoration of silver swirls, sequins, beads, buttons and ribbon on the top make it look very interesting, sparkly and lavish in appearance.
<b>Texture</b>	I gave the box 3 stars for texture because the combination of the satin fabric and the wadding on the lid gives the jewellery box a luxurious feel, which makes it feel special. It is also lined with satin, which gives a very soft surface to cushion delicate items of jewellery.
<b>Colour</b>	I gave the box 3 stars for colour because I think the dark pink on the outside contrasts well with the pale pink used as the lining. The silver thread really stands out on the deep pink background and the buttons and beads on the top are all different colours adding colour and interest, giving overall an excellent effect.

3

3

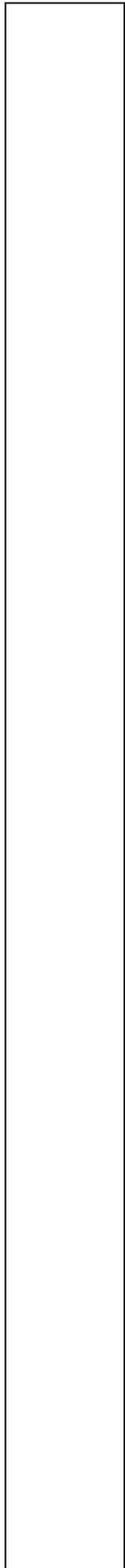
## Step 7 (continued)

Think about **all** the main points and additional points you considered in **Step 1**.

Provide an evaluative comment on how well your finished item(s) have met **each** of the main points and additional points.

Complete the chart below.

Main point/ additional point	Comment
1) Make	I met this point as I was able to work independently when making the jewellery box because it consisted of skills I had used before in class like machine stitching, hand sewing, stitching swirls with embroidery thread, sewing on sequins, buttons and beads.
2) textile	I met this point as I used satin fabric for both the outside and the lining of the box and wadding to give softness and body to the lid which overall worked very well as it gave a luxurious appearance to the box which made it perfect to keep special items of jewellery.
3) item or items	I wanted to take care and make the jewellery box to the best of my ability and not rush, so I decided I only had time to make one item.
4) using attractive	Overall the colours of the satin, the dark and pale pink work beautifully together and the silver thread and sequins catch the light which will make it attractive to a teenage girl as it looks very elegant.
5) surface decoration	I used silver embroidery thread to create a swirl design, which in itself gave an interesting surface decoration, which looked attractive. To this I added sequins and beads. Both of these added interest and texture and an overall elegant finished jewellery box.
6) suitable	I think the box was suitable because it was quite big so would hold a lot of jewellery. It is also lined with soft satin material making it a suitable storage box for delicate special pieces of jewellery.
7) teenager	I feel a teenage girl would like the jewellery box as it is very decorative and pretty and will not only enhance the look of their bedroom, but also be very useful to safely store items of jewellery
8) time	I had enough time to make the box because I made a time plan which I followed strictly, so I knew what I had to do each lesson



**Step 7** (continued)

Main point/ additional point	Comment		
		4	4
<b>Total</b>		18	<b>18</b>

Step	Marking Explanation
Step 1 (page 1)	<p>The candidate has identified all 7 main points therefore gains 2 marks. One acceptable additional point has been identified therefore 1 mark has been awarded.</p> <p><b>NB - it is not advisable to list too many additional main points as these will have to be evaluated in Step 7. On page 2 there is only room for 10 points – candidates should not exceed this amount.</b></p>
Step 2/3 (page 2)	<p>The candidate has identified a range of 4 possible items that meet all the main and additional points so gets 1 mark He/she has identified a final item that meets all the main and additional points so again is awarded 1 mark.</p>
Step 4/5 (page 3/4)	<p>The candidate has planned for exactly 10 hours and of this, 6-7 hours was for practical work. The plan is logical, shows good use of time and involves the item identified in Step 3. This is acceptable, as is the numbering of the lessons and dates. The candidate referred to ordering the textiles and equipment required. The candidate therefore gains 3 marks.</p> <p>Centres should make sure candidates plan for exactly 10 hours.</p>
Step 7 (page 5)	<p>The item made by the candidate has been evaluated under appearance, texture and colour and therefore the candidate gains 3 marks.</p>
Step 7 (page 6–8)	<p>The candidate has made suitable evaluative comments under appearance, texture and colour therefore gains 3 marks.</p>
Step 7 (pages 9–10)	<p>All of the evaluative comments made for the identified main and additional points are valid therefore 4 marks were awarded.</p> <p><b>Total marks for this candidate – 18/18</b></p>