

Exemplar F(03)

Candidate Name	
Class	
Centre	
Centre number	

Start date: 08/01/03 Finish date: 27/01/03

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	08/01/03	80 minutes		
Planning	13/01/03	80 minutes		
Carrying out	20/01/03	80 minutes		
	22/01/03	80 minutes		
Evaluating	27/01/03	40 minutes		
Overall grade				

Analysing

Write your Practical Assignment brief in the box below.

Primary 7 are visiting the school. Make a range of items to promote Home Economics.

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 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	School	What ever I make has to be made inside school because they are coming on a visit. ✓
2	Primary 7	It needs to appeal with the children about 11 years old so that they will enjoy it. ✓
3	Visiting	They are only visiting so it will have to be something that is easy to make and doesn't take long to eat. ✓
4	Range	I will have to make a range of different items so they can have a choice what to pick. ✓
5	Promote	They are to promote something so they must appeal with the children about 11 years old. ✓
6	Home Economics	It would be helpful if it was healthy and it has to relate with the Home Economics department. ✓
7	Items	The items can be food or fabric so I must decide what to make. I must make more than one item, in the double period. ✓
8	Make	I have to consider my skills and abilities and see if I can make it. I must make more than one item in the double period.

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	Money	I need to plan the dishes so that they will not be too expensive so that the pupils can afford them.
10	How many I am cooking for	I need to know how many people to cater for as I have set a budget.
11	Time available	I have to choose something that I know I can make.
12	Time of year	It is important because if it is in winter then I will have to make it warm. In summer it can be cold.

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 →	School	Primary 7	Visiting	Range	Promote	Home Economics	Items	Make	List your additional points here →	Money	How may I am cooking for	Time available	Time of year
		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														
Pizza		√	√	√	√	√	√	√	√		√	√	√	√
Truffles		√	√	√	√	√	√	√	√		√	√	√	√
Melt moments		√	√	√	√	√	√	√	√		√	√	√	√
Carrot Cakes		√	√	√	√	√	√	√	√		√	√	√	√

Chosen items

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

1	Pizza	4	Carrot cakes
2	Truffles	5	
3	Melt moments	6	

Use the following chart:

- **Explain** why you have chosen **each** item that you will make
- Your explanation **must** link back to **each** of the **key points** and **additional points** you identified

Item to be made	Key Point No.	Explanation (Linked to each of the key points and additional points, bullet points should be used)
Carrot cakes	1	The cakes are suitable for any age group. They are also suitable for vegetarians.
	2	It is a good snack for the children and primary 7 people like carrot cakes. (2)
	3	It has to be something quick and easy.
	4,11	I will have to make more than one item and make them bright.
	8	I have to consider my skills and abilities.
Truffles	1	They are suitable for any age group.
	2	They are suitable for anyone and it can be eaten for a snack.
	3	It will not taken long to make and they are only visiting.
	4	The pupils might not like the food so I will have to make a range of different foods and truffles is different. (4)
	5.6	It will have to appeal with the HE department.
	9	It will have to be cheap and fit in with the school budget.
	10	I will have to make loads of truffles.
12	It can be eaten at anytime of year.	

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

Item to be made	Key Point No.	Explanation (Linked to each of the key points and additional points, bullet points should be used)
Pizza	1 2 3 4 6, 9 7, 10 8	All children likes pizza and it is a good thing to make. It is a good lunch for a snack. Pupils can easily make it. It fits in with dietary targets and they are only visiting. I will have to make more than one item and make it colourful. It will have to appeal with the HE department and quick cheap. I can make anything I want in 2 periods. I have to consider my skills and abilities.
Melting Moments	1 2 3 4 6,9 7,10 8 12 13	All children about 11 years old like melting moments. It is good lunch or snack and pupils can easily make it. It has to be something quick and easy. I have to make more than one item in 2 periods. It has to appeal with HE department and be healthy. I can make anything I want in 2 periods. I have to consider my skills and abilities. It can be eaten at anytime of year. The equipment is also available to me.

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
Monday		(As you work, use this column to record any good points or problems you meet, or changes you make)
10.30-10.40	Ingredients — put oven on at 180-200°C	
10.40-10.50	Make base	
10.50-11.00	Make topping for pizza	
11.00-11.10	Make truffles	
11.25-11.35	Put pizza in oven	
11.35-11.45	Wash up/tidy unit	
11.45-11.50	Take out pizza	
11.50- 12.00	Evaluate	
Wednesday		
9.10-9.20	Ingredients – put oven on at 180°C	
9.20-9.40	Make carrot cakes	
9.40-10.50	Make melting moments	
10.00-10.05	Put in oven	
10.05-10.15	Dishes	
10.15-10.20	Take out oven	
10.20-10.30	Evaluate	

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 ↓				
Pizza	★★★	★★★★	★★★	
Truffles	★★★★	★★★★	★★★★	
Carrot Cakes	★★★★	★★★★	★★★★	
Melting Moments	★★★★	★★★★	★★★★	

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
Pizza	★★	It was a bit out of shape and around the edges there wasn't enough ingredients.
Truffles	★★★	They were nice with coconut on them and they were an even size. ✓
Carrot Cakes	★★★	The cakes were a nice golden brown colour. They were a nice even size. My mixture was mixed good. ✓
Melting moments	★★★	Nice golden brown and an even size. ✓

Item(s) made	Score given	Explanation for the score given to the item for texture
Pizza	★★★	It was a nice golden brown colour and it was nice and spongy.
Truffles	★★★	It was nice after they were chilled and tasted nice.
Carrot Cakes	★★★	The texture was good. They had a nice even size.
Melting moments	★★★	They had a nice even texture.

Item(s) made	Score given	Explanation for the score given to the item for taste (food item only)
Pizza	★★	The pizza was nice because the cheese had melted on the top. The base could have been better.
Truffles	★★★	It tasted nice.
Carrot Cakes	★★★	The tasted nice and sweet with a hint of cinnamon. ✓
Melting moments	★★★	They had a good sweet flavour and you can taste the cornflakes. ✓

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

- ◆ I think I did well in the analysing section as I identified all the key points. I don't think I missed any out. ✓
- ◆ I think the extra key points I identified and explained would need to be considered when planning this assignment.

Evaluative comment on planning

- ◆ I feel if I had planned by time better I could have looked up different cookery books so that I may have found more exciting dishes that linked better to the brief. ✓
- ◆ Planning made me make sure that the dishes I chose were good ones.

Evaluative comment on carrying out

- ◆ I carried out the things quiet well.
- ◆ I didn't add enough margarine to my melting moments.

Evaluative comment on final item(s)

- ◆ My pizza was a bit out of shape but tasted nice.
- ◆ My truffles was nice and had enough coconut on them.
- ◆ My carrot cakes had a nice golden brown colour, it tasted nice and it was spongy.
- ◆ My melting moments had a nice golden brown colour, it tasted nice and it was spongy.

Grade Awarded (Evaluating)	For official use only

Exemplar F(03)	
Identification of key points	All key points identified.
Explanation of key points	Appropriate explanations provided for all key points.
Identification of additional points	Four additional points identified some of which are not relevant to the assignment brief eg additional point 10.
Explanation of additional points	The explanations for all additional points are either confused or not valid.
	GRADE AWARDED FOR ANALYSING Grade 3
Choice of items to make	A list of 4 products that could be made is provided.
Chosen item 1	Carrot cakes are an acceptable product as all the boxes are ticked.
Explanation of item 1	Only the explanation for key/additional point 2 is valid. The rest are vague or not explanations.
Chosen item 2	Truffles are an acceptable product as all the boxes are ticked.
Explanation of item 2	Only the explanation for key/additional point 4 is valid. The rest are vague or not explanations.
Chosen item 3	Pizza is an acceptable product as all the boxes are ticked.
Explanation of item 3	There are no valid explanations provided.
Chosen item 4	Melt moments are an acceptable product as all the boxes are ticked.
Explanation of item 4	There are no valid explanations provided.
Additional explanations	Note: candidate does not provide most (more than 50 %) of valid explanations linked to key points.
	GRADE AWARDED FOR PLANNING Grade 5
CARRYING OUT	Grade 3 awarded by the centre and confirmed by the moderator.
	GRADE AWARDED FOR CARRYING OUT Grade 3
Evaluation – star rating	Star ratings provide for all products made
Evaluation – explanation of star rating for appearance	The explanation for pizza does not match up with the rating of good, given that the candidate identified two deficiencies. The other explanations are satisfactory.
Evaluation – explanation of star rating for texture	All explanations are vague, or do not always refer to texture. None of the explanations are ticked.
Evaluation – explanation of star rating for taste	The explanations to support the scores for carrot cakes and melting moments are just acceptable. The ratings to support pizza and truffles are not acceptable. At this stage the candidate is awarded Grade 5.
Evaluative comment on Analysing strand	The first comment is evaluative. The second comment is a statement.
Evaluative comment on Planning strand	The first comment is evaluative. The second comment is a statement.
Evaluative comment on Carrying Out strand	No evaluative comments provided.
Evaluative comment on Final Items	No evaluative comments provided.
	GRADE AWARDED FOR EVALUATING Grade 5

Note: the ticks on the candidate script indicate where points/explanations/comments have been accepted. In the planning section number have been added to show which key and/or additional points the explanations could potentially link back to.

Overall grade = $3+5+3+3+5=13$ $18/5 = 3.6$

Overall grade = 4