

Exemplar H(03)

Candidate Name	
Class	
Centre	
Centre number	

Start date: 10/01/03 Finish date: _____

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

Activity	Dates	Time allocation	Grade	Teacher comments to justify grades
Analysing	10/01/03	55 minutes		
Planning	17/01/03	55 minutes		
Carrying out	24/01/03	55 minutes		
	01/02/03	55 minutes		
Evaluating	08/02/03	55 minutes		
Overall grade				

Analysing

Write your Practical Assignment brief in the box below.

A group of single parents have asked you to demonstrate a range of economy dishes

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

Rough work – this section will not be marked

Using the chart below:

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

	Key point	Explanation of how the key point links to the assignment brief
1	Single parent	The dishes must be cheap to buy and make as they are single parents and therefore will only have one income. ✓
2	Asked you	I have to make the items so I need to be able to make them. ✓
3	Demonstrate	Show the parents how to cook the dishes with equipment they would have at home for example use a hand whisk instead of an electric whisk so parents can cook the dish even though they don't own the appliances that you could use. ✓
4		
5		
6		
7	Economy	The way you cook things is also important as you could cut down on electricity or gas as its not only food the parents have to buy the have to pay for electricity and gas. ✓
8	Group	You have to make enough food for the group to taste it, so they know if they like it before the spend money on the ingredients and they don't like it. ✓

Using the chart below

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

	Additional point	Explanation
9		
10		
11		
12		

Grade Awarded (Analysing)	For official use only

Planning

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

List the items that you could make here ↓	List your key points here →	Single parent	Asked you	Demonstrate	Economy	Group				List your additional points here →				
		1	2	3	4	5	6	7	8		9	10	11	12
Use a tick (√) if the item meets the main point or additional point														
Pasta Salad		√	√	√	√	√								
Shep pie		√			√									
Saus rolls		√		√										
Banana Cakes		√	√			√								

Chosen items

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

1	Pasta Salad	4	Banana cakes
2	Shepherds pie	5	
3	Sausage rolls	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)
Pasta Salad	1	Children will be eating the pasta, which is nutritious and healthy and contains vegetables which provides the child with one part of their 5 portions of fruit and veg a day. (1)
	5	Each parent will be able to taste a bit of pasta as there will be quite a lot of it and its easy to pick up. (5)
	4	Pasta is inexpensive to buy and quick to make as single parents it is important for it to be inexpensive and will have less time to cook as they might have young children to occupy. (1 and 4)
	2	Pasta salad is something different it will be a change from what they usually eat and it is also important for them to have a range of healthy meals.
Banana cakes	1	The ingredients used to make banana cakes will probably already be in the parent's house. Banana cakes are also inexpensive to buy the ingredients if you don't already have them. (1 and 4)
	2	Banana cakes are different and contain fruit so children would have a portion of fruit to contribute to their five portions of fruit and veg a day.
	5	Banana cake are easy to pick up so parents can taste the when you demonstrate them before they make them themselves. (5)

(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)

Grade Awarded (Planning)	For official use only

Work sequence

Use the following chart to:

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

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

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

Now make the item(s) for your Practical Assignment

Grade Awarded (Carrying out)	For official use only

Evaluating

Complete the chart below to:

- evaluate each item(s) you made

Use the following key to indicate your evaluation for each item

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

Evaluation area →	Appearance	Texture	Taste (Food items only)	Colour (Textile items only)
Item(s) made ↓				
Sausage rolls	★★	★★	★★★	
Pasta salad	★★★		★★	
Sheperds pie	★★	★★	★★	
Banana cakes	★★	★★	★★★	

Use the following charts to:

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

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

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

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

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

Evaluate your assignment using the following headings:

Evaluative comment on analysing

Evaluative comment on planning

Evaluative comment on carrying out

Evaluative comment on final item(s)

Grade Awarded (Evaluating)	For official use only

Exemplar H(03)	
Identification of the key points	Candidate identifies most of the key points. Dishes and range are not identified. Maximum mark that can be awarded for Analysing at this stage is Grade 6
Explanation of the key points	The explanations for all the identified key points are satisfactory. Candidate meets the criteria for Grade 4.
Identification of additional points	No additional points are identified
Explanation of additional points	
GRADE AWARDED FOR ANALYSING Grade 4	
Choice of items to make	List of four items selected as being appropriate.
Chosen item 1	Pasta salad is acceptable as all boxes have been ticked.
Explanation of chosen item	Minimal link back to key point 1, no link to key point 2, link back to key point 5, link provided to key point 4. No comments for key point 3.
Chosen item 2	Shepherds pie is not an acceptable choice as the candidate indicates it does not meet key points 2,3 and 5.
Explanation of chosen item	No explanations provided.
Chosen item 3	Sausage rolls is not an acceptable choice as the candidate indicates it does not meet key points 2,4 and 5.
Explanation of chosen item	No Explanations provided.
Chosen item 4	Banana cheesecake is not an acceptable choice as the candidate indicates it does not meet key points 3 and 4.
Explanation of chosen item	Minimum links back to key points 1, 4 and 5. No links provided to key point 3. Link to key point 2 is not valid.
Additional explanations	Note: in this section the candidate changes the numbering of the key points. Overall the candidate provides 6 valid explanations linked back to the key points over the four dishes. To achieve a grade 4 the candidate would need to have had 12 valid explanations (ie 50 %). The candidate does not link choices to all key points to the maximum grade that can be awarded is Grade 6.
GRADE AWARDED FOR PLANNING Grade 6	
CARRYING OUT	Grade 6 awarded by the centre and confirmed by the moderator.
GRADE AWARDED FOR CARRYING OUT Grade 6	
Evaluation – star rating	Star rating provided for most but not all products (texture for the pasta salad is not completed).
Evaluation- explanation of star rating for appearance	No comment provided.
Evaluation- explanation of star rating for texture	No comment provided.
Evaluation- explanation of star rating for taste	No comment provided.
Evaluative comment on Analysing strand	No comment provided.
Evaluative comment on Planning strand	No comment provided.
Evaluative comment on Carrying Out strand	No comment provided.
Evaluative comment on Final Items	No comment provided.
GRADE AWARDED FOR EVALUATING Grade 6	

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

Overall grade = 4+6+6+6+6 = 28 28/5 =5.6

Overall Grade = 6