SCOTTISH
QUALIFICATIONS
AUTHORITY

National Qualifications
Standard Grade Home Economics
Carry Out a Practical Assignment (CO7)

CANDIDATE GUIDE

June 2004

The practical assignment is an activity related to an **assignment brief** or situation, given to you by your teacher, which you will work through in stages.

The assignment brief will involve you **choosing** and **making** either food or textile items or both.

It is important that the choices you make are linked to the situation given in the assignment brief.

The work you do will be written on a pro forma issued by SQA.

There are **four** stages to the Practical Assignment:

Stage 1: ANALYSING
During this stage you will be thinking about what is involved in the assignment and explaining the things you have to consider before making choices.

Stage 2: PLANNING
During this stage you will be deciding on the items to make which will suit the assignment brief.

Stage 3: CARRYING OUT
During this stage you will be making the items you have chosen.

Stage 4: EVALUATING
During this stage you will be evaluating the success of the items you have made and how well you have worked through the different stages of the assignment.

This booklet takes you through all four stages of the Practical Assignment. The left hand side of the booklet (the even page numbers) show you what each page of the proforma look like. The right hand page (the odd numbers) show you how to complete the proforma.

You are now ready to start working on the practical assignment!

National Qualifications

Standard Grade Home Economics

Carry Out a Practical Assignment (CO7)

Candidate Name	
Class	
Centre	
Centre number	

Start date: _____ 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				
Planning				
Carrying out				
Evaluating				
Overall grade				

National Qualifications

Standard Grade Home Economics

Carry Out a Practical Assignment (CO7)

The front page is the starting point of the assignment

Candidate Name	Write your full name here.
Class	Your class name/number/year group.
Centre	The name of your school.
Centre number	Your teacher will give you this number.

Start date: Your teacher will give you the start and finish dates for the assignment.

Finish date:

You have 360 minutes to complete all the stages of the assignment. At least 100 minutes should be for carrying out practical work.
The time for each section will be based on the period times in your school.
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				
Planning				
Carrying out				
Evaluating				
Overall grade				

Analysing

Write your Practical Assignment brief in the box below.

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

Rough work – this section will not be marked

Analysing

Write your Practical Assignment brief in the box below.

This is where you have to list all the important points you need to think about before choosing items for the assignment.

Step 1
Your teacher will give you the wording of the practical assignment brief.
It is **very important** that you write it down **exactly** and do not miss out any words.

Step 2 – Underline all the main words of the brief, these are **the key points.**
An example has been done for you below:

A sports-team is visiting your school, provide a selection of buffet foods.

This brief has 6 main words or key points.

There will never be more than 8 in any brief you are given.

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

Rough work – this section will not be marked.

You can brainstorm or mind map in this space to help you think a bit more about the key points of the assignment.

Sports team → boys and/or girls
Sports team → numbers
Sports team → likes and dislikes

selection → variety → hot
variety → cold
variety → sweet
variety → savoury

Using the chart below:

- Write down **each** of the <u>underlined</u> **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		
2		
3		
4		
5		
6		
7		
8		

In the column headed "**Key point**"

	Key point	**Explanation of how the key point links to the assignment brief**
1		

- The main words or **key points** should be written in the boxes 1-8.
- Copy them **carefully** from the words underlined on page 2 of the proforma.
- It is very important that you **do not miss** out any of the words.
- **Double-check** this section.
- Leave the boxes that you do not need to use **blank.**

In the column headed "**Explanation of how the key point links to the assignment brief**"

	Key point	**Explanation of how the key point links to the assignment brief**
1		

- Use these boxes to **explain** why e**ach** of the key points is important to the assignment and to the items you might chose to make.
- Think about **each** point individually and explain **briefly** why each key point is important.
- The explanation you give **must** link back to the assignment you have been given.
- Make sure that you **do not** just write down a statement that you would find in a dictionary.
- Try to use bullet points of explanation.

It is important to explain the key points using words like "*because*", "*so* ", "*as* ", "*therefore*".

The example below shows the type of comment which could be written for the key point sports-team.

	Key point	**Explanation of how the key point links to the assignment brief**
1	Sports team	▪ *I will try to choose healthy foods because people who play sports usually think about healthy eating.* ▪ *I will think about foods which will be liked by the age group of the team as I want them to enjoy the buffet.*

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

There may be **other** points you want to think about **before** choosing suitable items for the assignment. These are the **additional points** and will be words that are **not** in the brief.

In the column headed "**Additional point**"

	Additional point	**Explanation**
9.		

- The **additional points** should be written in boxes numbered 9 – 12.
- The **maximum** number of additional points you should identify is **4**.
- **Two** additional points with relevant explanation are needed to gain **Credit grade 1** and **one** additional point with relevant explanation is needed to gain **Credit grade 2.**
- Identifying and explaining extra points, if you can, is a safeguard incase any are not relevant.
- Leave the boxes that you do not need to use **blank.**

In the column headed "**Explanation**"

	Additional point	**Explanation**
1.		

- The explanation for the additional points should be written in the same way as the key points by giving a **brief** explanation as to why the point is important to think about when choosing items for the assignment.
- Make sure you do **not** repeat any of the explanations you have given already for the key points.
- Try to use bullet points of explanation

The example below shows the type of comment which could be written for the additional point cost.

	Additional point	**Explanation**
9.	Cost	▪ I need to consider cost because the school is on a limited budget and so I do not have a lot of money to spend

You are now ready to move on to the planning stage.

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 →									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												

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

1	4
2	5
3	6

Planning is deciding on the items to make which **best** suit the assignment.
The items you choose to make must take at least **100 minutes** to complete.
Planning will involve using resources (recipe books or fabric patterns) to help you make decisions about the items to make.

Start by writing **all** your key points **and** additional points into the chart

List the items that you could make here	List your key points here	Sports team	visiting	School	Provide	Selection	Buffet foods			List your additional points here	Cost	Skills 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												
Mince pies		√	√	√	√	√	√	√			√	√	X	

- Once you have looked carefully at the resources, choose a **selection** of **possible** items to make and **list** them in the first column.
- Put a **tick** (√) in the box if the item meets the key point or additional point.
- Put a **cross** (x) in the box if the item **does not** meet the key point or additional point.

This task helps you to see at a glance the suitable items as they will have a tick in all the boxes.

A food assignment will require you to choose at least **two** items and for a fabric assignment you will probably choose **one** item. You can choose a **maximum** of **six** items for any assignment.

In the box headed **"Chosen item"**

Chosen item

1 Bran and sultana muffins	4

- Write down a **maximum** of **six** items that you will make.

Use the following chart:

- **Identify each** key point and additional point identified in the analysing strand.
- **Explain why the items chosen** link back to **each** key and additional point.

Key/additional point	**Explanation** (Explain why the items chosen link back to each key and additional point, bullet points should be used)

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

You will now be asked to explain **why** the items that you have chosen **link to each** of the key points and additional points that you listed.

In the column headed "**key/additional point**", list **each** of the key/additional points from the analysing strand.

Key/additional point	**Explanation** (Explain why the items chosen link back to each key and additional point, bullet points should be used)

In the column headed "**Explanation**" you will explain why the item(s) link to that key/additional point.

Key/additional point	**Explanation** (Explain why the items chosen link back to each key and additional point, bullet points should be used)

- Explain why the items chosen on page 5 link **to each** of the key/additional points listed from the analysing section.
- Where possible you should explain why **all** of the items **together** meet each of the key/additional points but there may be points which you need to give an individual explanation for (see the example below relating to healthy foods).
- Make sure you give **an explanation** and not just **a statement.**
- **Do not** miss out any of the key/additional points or any of the explanations.
- Use **bullet points** as this makes it clear how many explanations you have given for each point. You will gain a credit grade 2 if you give one extra point of explanation overall and a credit grade 1 for two extra points of explanation overall.

Key/additional point	**Explanation** (Explain why the items chosen link back to each key and additional point, bullet points should be used)
1. sports team *(extra point of explanation)*	▪ All of the items chosen are suitable for the sports team as they are liked by that age group and will be eaten by them and not left to waste. ▪ The items will all provide the team with energy which they will need as they have been very active.
2. healthy foods. *(extra points of explanation linked to different aspects of healthy eating)*	▪ The banana muffins are healthy as they help meet the target for increasing fruit consumption. ▪ Tandoori chicken drumsticks are healthy as they are low in fat and we need to reduce fat intake. ▪ Oaty cereal bars are healthy as they help meet the target to increase breakfast cereal consumption as they contain oats.

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

The work sequence is for your own use and is **not** assessed. The time to do the work sequence is **not** included in the 360 minutes for the assignment – your teacher will tell you how long you have to complete this task.

The work sequence helps you plan the practical work in the time you have available.
It should include:

- the date of the practical lesson
- the time of the lesson
- the order in which you will carry out the tasks

It is **not** a plan of work, you may also need a detailed plan of work for carrying out the practical activities.

Write your work sequence into this column

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

Make notes of things which worked well during the carrying out of the practical activities and of anything which did not go to plan in this column. This will help you in the evaluation section.

CARRYING OUT

You are now ready to make the item(s) for your Practical Assignment.

- Follow your work sequence and plan of work **carefully.**
- You will be **assessed** by your teacher while carrying out the practical work.
- The areas you will be assessed on are:

  - **Following instructions** – recipe/plan or fabric instruction sheet.
  - How **efficiently** you use the **time, materials and equipment.**
  - **Following hygiene and safety** procedures.

- If any item does not turn out as well as expected, do not worry, your teacher will advise you what to do – you may be able to make the item again if you have time.
- Remember to make a note of any changes /problems or improvements.

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 → **Item(s) made** ↓	**Appearance**	**Texture**	**Taste (Food items only)**	**Colour (Textile items only)**

Evaluating

There are **three** stages to the evaluation of the assignment:

1. sensory evaluation of the items you made.
2. explaining the score you gave to each item for appearance, texture, taste or colour (at **credit level** you may miss this stage out).
3. evaluate how well you carried out all the stages of the assignment.

Here is an example of the sensory evaluation.

Evaluation area → **Item(s) made** ↓	**Appearance**	**Texture**	**Taste (Food items only)**	**Colour (Textile items only)**
Tandoori chicken drumsticks	**	*	***	

Stage 1

- Think carefully about **each** item you have made, you need to taste each item.
- Each item should be given a star rating of either:
    - very good (three stars)
    - good (two stars)
    - or needs improvement (one star)

for each area being evaluated

- appearance (for both food and fabric items)
- texture (for both food and fabric items)
- taste (for food items only) or colour (for fabric items only).

Write your star ratings into the chart as shown above.

Be careful **not** to miss any of the areas for any item.

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)**

Stage 2

This section may be missed out if you are working at **credit level**.

Now you are going to **explain** the scores given for **each** item for each evaluation area. Take each item in turn and write it in the column headed "**item(s) made**."

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

Copy the scores given from the previous page onto the column headed "**Score given**". Copy them **exactly**.

In the column headed "**Explanation for the score given to the item for ……**"

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

- Explain **all** the scores given for appearance, texture, taste or colour.
- The explanation **must** match the score given, for example if the score was very good, then explain why the item was worthy of that score.
- If any item needs improvement, then say what the improvement should be.
- Make sure you do this for **each item** for **each score** given to **each evaluation** area.
- **Do not miss any out.**

Look at the examples below

Item(s) made	Score given	Explanation for the score given to the item for **appearance**
Tandoori chicken drumsticks.	**	The appearance of the drumsticks was good because they had a rich red/brown colour with plenty of spices on the surface. A few areas were slightly too dark in colour and so I would reduce the oven temperature next time.

Item(s) made	Score given	Explanation for the score given to the item for **texture**
Tandoori chicken drumsticks	*	The texture of the drumsticks was a bit tough and crispy in places, I think that because I had the oven a bit too high the chicken got dried up on the outside.

You are now ready to evaluate how well you worked through the assignment.

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

Stage 3

In this stage you are going to make an **evaluative** comment on how well, or otherwise, you carried out each of the strands of the practical assignment.
The strands are:

- Analysing
- Planning
- Carrying out
- An evaluative comment is also required for final items.

An evaluative comment **explains** how well you think you carried out each of the strands of the assignment.

The comments should link to **one or more** of the following:

- Skills and abilities
- Time
- Resources (materials and equipment).

To make an evaluative comment you must back up each statement you make with an explanation, it helps to use words like – "**as, so, because and therefore**" in the explanations. In the evaluation you can mention things that went well and also things that could have been improved.

Use bullet points of explanation.

An example of an evaluative comment for each strand is given below:

Evaluative comment on analysing
• I think I carried out the analysing strand well as I identified all the key points and three additional points. I was able to do this quite easily as we had practised it in class.

This is evaluative because the person completing the assignment has explained why she thinks she carried out the analysing strands well. This related to the **skill** of the person.

Evaluative comment on planning
• The planning section was the most time-consuming as I had 8 key points and 3 additional points. It took quite a lot of time to explain why the items I chose linked to all of the key and additional points and because of this I ran out of time and was only able to give one additional point of explanation overall.

This comment is evaluative as the person writing the assignment has explained why only one additional point was provided overall. This relates to **time**.

Evaluative comment on carrying out
• Making the items for the assignment was the most enjoyable part. I was able to use all the equipment well and because of that most items turned out really well and to a good standard.

This comment is evaluative as the person writing the assignment has explained why the items made turned out so well. This relates to **skill** or **resources**.

Evaluative comment on final item(s)
• The items I made were of a good standard and met the requirements of the assignment because everyone who tasted them said they were delicious.

This comment is evaluative as the person writing the assignment has explained why the final items made were considered to taste good. This comment relates to **resources** – ie the people who tasted the items.

Congratulations you have completed the Practical Assignment!