



**National Qualifications 2011  
Internal Assessment Report  
Home Economics**

**Standard Grade**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# Standard Grade

## Titles/levels of Standard Grade qualifications verified

### Home Economics

Course Objective 5 — Acquire practical skills

Course Objective 6 — Carry out a practical exercise

Course Objective 7 — Carry out a practical assignment

### General comments

Most centres have a clear and accurate understanding of the requirements of the national standards for Standard Grade Home Economics. Where there was a lack of understanding, Home Economics tended to be part of a faculty grouping. Centres are reminded that information relating to national standards can be found on the [Standard Grade Home Economics page on SQA's website](#).

In many areas, centres share examples of good practice at local Home Economics network meetings. This is highly commended.

Excellent standards of hygiene and safety were demonstrated by candidates in all centres visited. Similarly, excellent food preparation skills were demonstrated by most candidates.

Some centres had difficulty in complying with national standards with regard to the grading of the Course Objective 7 Practical Assignment proforma. However, published guidance is available — see the [guidance document for teachers/lecturers](#) on SQA's Standard Grade Home Economics web page.

### Administration of assessment

Course Objectives 5 and 6 were generally very accurately marked and most centres cross-marked, especially when deciding a candidate's final grade.

Most practical exercises are appropriate, taking into account candidate ability, time and resources. All centres should refer to SQA's website for advice on how to choose practical exercises that fit the time available.

Course Objective 7 should be carried out a minimum of three times during the Course and most centres adhered to this. The final Course Objective 7 assessment should be completed by the candidate without assistance. Centres showed evidence of having internally verified all areas of the Course Objective 7 assessments.

## Areas of good practice/areas for improvement

### Course Objective 7

Centres are advised to use the assignment briefs suggested in the Course Arrangements document. Most centres follow this advice.

*Analysing* — Candidates managed to identify key points and additional key points with little difficulty.

*Planning* — In almost all cases, candidates chose practical activities that made good use of their time and ability — ensuring a minimum of 100 minutes of practical activity when carrying out the assignment.

*Evaluating* — Foundation and General sections (pages 9, 10 and 11 of the proforma) were generally well done. Some candidates would be advised to tackle these sections even although they intend to try the Credit section just in case their work does not meet with national standards in the Credit section.

### Course Objectives 5 and 6

Practical exercises continue to be carried out very well in the majority of centres. Candidates were well prepared and produced high quality work in a safe and hygienic manner. There is evidence of accurate marking in line with national standards in almost all centres. The majority of centres cross-marked final practical exercises — ensuring that an agreed standard is applied to all the candidates being presented.

Dovetailing of practical exercises was evident in most centres. This allows candidates to reach their full potential. A good example of dovetailing at Credit level is illustrated below:

*Practical Exercise — Quiche Lorraine and Apple Cream Roulade*

- 1 Make pastry and chill.
- 2 Prepare and make sponge for roulade. Bake for 10 minutes in hot oven.
- 3 Roll out pastry and make flan for quiche. Bake blind for 10 minutes in a hot oven.
- 4 Remove sponge from oven and roll in grease-proof paper and cool.
- 5 Grate cheese, chop onion and bacon, slice tomato. Remove flan from oven.
- 6 Mix together milk, egg and cornflour. Remove flan ring and fill flan. Bake 20 minutes.
- 7 Prepare and cook apple in sugar and water for 5 minutes. Cool.
- 8 Whisk cream until thick. Reserve some in a piping-bag.
- 9 Remove flan from oven (if cooked), garnish and serve.
- 10 Unroll sponge and fill with cooled apple and whipped cream. Re-roll.
- 11 Decorate with piped cream and serve.
- 12 Tidy-up.

## **Specific areas for improvement**

### **Course Objective 7**

Some centres use very long assignment briefs. This disadvantages the candidates by making the assessment process more difficult for them.

*Analysing* — Some candidates had difficulty in providing explanations for all of the identified key points. Centres should encourage candidates to link some key points together for example: <Make items><suitable for sale> by <school pupils> at a <charity event>.

*Planning* — If a candidate does not choose practical activities suitable for their abilities they will underachieve and may be disadvantaged.

Candidates frequently failed to explain why their chosen items link to the key/additional points. An example of a good explanation for the choice of items for key point 'charity event' would be as follows:

'The items I have chosen are cheap and easy to make therefore I could make a lot of them. The more I sell the greater the profit for the charity.'

Some candidates may find it easier to come up with good explanations if they named the individual items that they have chosen to make.

*Evaluating* — Candidates often had difficulty writing evaluative comments in the Credit section (pages 12 and 13 of the proforma). An evaluative comment at Credit level on 'carrying out' would be as follows:

'I made sure that I worked hygienically each day. I made sure that I used different chopping boards for raw and cooked foods as well as making sure that my hands and utensils were spotless. I did not want anyone at the charity event getting food poisoning.'

### **Course Objectives 5 and 6**

There was evidence of candidates being restricted by the nature of the practical exercises being offered. In some centres, candidates of varying abilities all cook the same or similar single dish, therefore some candidates are unable to demonstrate the complexity and combination of skills that they are capable of. For example, all candidates decorate a ready-made sponge. Centres should refer to the Arrangements document on SQA's website for guidance on recipes suitable for the different levels of study. Set practical tasks do not allow candidates to demonstrate their potential. Candidates should be offered a choice of up to six practical exercises (two at each level F,G,C) and be directed to the exercise that most meets their ability level.