

Carry out a Practical Assignment (CO7)

Candidate Name	Exemplar E
Class	
Centre	
Centre number	

Start date: 7 JanuaryFinish date: 21 January

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	7 Jan	50 mins		
Planning	7 Jan 9 Jan	50 mins 50 mins		
Carrying out	14 Jan 16 Jan	100 mins 50 mins		
Evaluating	21 Jan	50 mins		
Overall grade				

Analysing

Write your Practical Assignment brief in the box below.

Make items suitable for sale by the schools SVS - group

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	<u>Make</u>	I will have to think about the skills and the facilities that are available when making the items. ✓
2	<u>Items</u>	The items should not be too complex and difficult to make and they should be suitable for different age groups when sold. ✓
3	<u>Suitable</u>	Should be suitable for sale and must look good when sold. ✓
4	<u>Sale</u>	Should be made safely and hygienically to ensure that they are safe to eat and sell. ✓
5	<u>Schools</u>	I should think about the resources and equipment available at school to make the items. ✓
6	<u>SVS group</u>	I need to think of the skills my SVS group have to make sure they can make the items ✓
7		
8		

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	Time of year.	
10	Cost	
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 →	Make	Items	Suitable	Sale	School	SVS group			List your additional points here →	Time of year	Cost		
		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														
Millionaire shortbread		✓	✓	✓	✓	✓	✓				✓	✓		
Ham and mushroom pizza		✓	✓	✓	✓	✓	✓				✓	✓		
Fudge squares		✓	✓	✓	✓	✓	✓				✓			
Oat crunchies		✓	✓	✓	✓	✓	✓				✓	✓		
Chicken & sweetcorn baguette		✓	✓	✓	✓	✓	✓				✓	✓		
Chocolate muffins		✓	✓	✓	✓	✓	✓				✓			

Chosen items

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

1	ham and mushroom pizza	4	oat crunchies
2	millionaire shortbread	5	
3	chicken and sweetcorn baguette	6	

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)
1. Make	◆ The items are all easy to make as I have made them all before and the school has the facilities and equipment to make them. ✓
2. Items	◆ The items are good as a quick snack.
3. Suitable	◆ The items will all be made from good quality ingredients and so will be suitable for sale as they will look and taste good. ✓
4. Sale	◆ The ingredients are all relatively cheap to buy therefore the items will not be too highly priced and will sell well. ✓
5. School	◆ The time available is enough.
6. SVS group	◆ The SVS group will all be able to make these items as they have all done Home Economics before and will have the necessary skills. ✓

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

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 ↓				
Ham and mushroom pizza	★ ★	★	★ ★ ★	
Millionaire shortbread	★ ★ ★	★ ★ ★	★ ★	
Chicken & sweetcorn baguette	★	★	★	
Oat Crunchies	★ ★ ★	★ ★ ★	★ ★ ★	

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
Ham & mushroom pizza	★★	The pizza was bright and tasty looking, but there was not enough topping. ✓
Millionaire shortbread	★★★	The chocolate did not look very even and was bumpy.
Chicken & sweetcorn baguette	★	The baguette looked very bland as there was no colour at all. ✓
Oat crunchies	★★★	The oat crunchies looked lovely golden brown, and very tasty. ✓

Item(s) made	Score given	Explanation for the score given to the item for texture
Ham & mushroom pizza	★	The pizza base felt really spongy which was not very pleasant to eat — it lacked variety and texture. ✓
Millionaire shortbread	★★★	The shortbread was lovely, it felt smooth and crunchy and melted in my mouth. ✓
Chicken & sweetcorn baguette	★	The baguette was very soft as was the filling it was not nice at all. It should have had a crispy outside but the bread went soft. ✓
Oat crunchies	★★★	The oat crunchies were nice and crunchy and were not too hard. ✓

Item(s) made	Score given	Explanation for the score given to the item for taste (food item only)
Ham & mushroom pizza	★★★	The pizza tasted very cheesy and the flavours of ham and mushroom went well together. ✓
Millionaire shortbread	★★	The millionaire shortbread tasted nice and sweet but the caramel had a slightly strange taste. ✓
Chicken & sweetcorn baguette	★	The baguette was too creamy due to the mayonnaise and I could not taste any chicken. ✓
Oat crunchies	★★★	The crunchies were sweet and everyone liked them. ✓

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 fairly well in this section as I managed to think of at least two explanations for every key point and I think I linked them back fairly well. ✓
- ◆ I found it very easy to think of two additional points as we have practised these in class many times before, however I did not provide any explanations as I ran out of time. ✓

Evaluative comment on planning

- ◆ I felt I could have done better in this section. Other than the Millionaire shortbread, I only chose items I had made before so there was no real challenge there as the dishes were fairly easy. I wish I had made something better than the baguette as it was very disappointing. ✓

Evaluative comment on carrying out

◆ I think I carried the 4 tasks out fairly well as I made all the items on time and they turned out fairly well. ✓

Evaluative comment on final item(s)

- ◆ My pizza could have been better if the base wasn't as spongy. The pizza tasted nice and was moist.
- ◆ My baguette was a huge failure as it was too chewy, the chicken & sweetcorn could not be tasted and I needed to use a little less mayo. ✓
- ◆ My millionaire shortbread was fairly good, and tasted quite nice.
- ◆ My oat crunchies were my favourite item as they turned out perfect. They were golden brown, and they were crunchy but also kind of chewy. Overall a good balance. ✓

Grade Awarded (Evaluating)	For official use only

Exemplar E	
ANALYSING	
Identification of key points	Candidate identifies all the key points.
Explanation of key points	Basic explanation is provided for all key points.
Identification of additional points	Two valid additional points selected.
Explanation of additional points	No explanations provided.
GRADE AWARDED FOR ANALYSING Grade 3	
PLANNING	
Link to key/additional points	A list of four products that could be made is provided.
Chosen item 1	Ham and mushroom pizza is an appropriate choice as all boxes are ticked.
Chosen item 2	Millionaire shortbread is an appropriate choice as all boxes are ticked.
Chosen item 3	Chicken and sweetcorn baguette is an appropriate choice as all boxes are ticked.
Chosen item 4	Oat crunchies are an appropriate choice as all boxes are ticked.
Explanation of key/additional points	Explanations provided for key points 2, 5 are not acceptable as they are statements.
Additional explanations	Note: not all explanations for the key points have been accepted, but most (50% or more) are valid and link back to the key points or assignment brief.
GRADE AWARDED FOR PLANNING Grade 4	
CARRYING OUT	
Grade 2 awarded by the centre and confirmed by the moderator.	
GRADE AWARDED FOR CARRYING OUT Grade 2	
EVALUATING	
Evaluation — star rating	Star ratings awarded to all dishes produced.
Evaluation — explanation of star rating for appearance	The explanations for pizza, baguette and crunchies are minimal but acceptable. The explanation for millionaire shortbread does not link to the rating given which was *** (very good).
Evaluation — explanation of star rating for texture	The explanations for texture are acceptable although minimal at times.
Evaluation — explanation of star rating for taste	The explanations for taste are acceptable although minimal at times. If the candidate did not complete the next section, a Grade 4 would be awarded.
Evaluative comment on Analysing strand	Two evaluative comments. Comment 1 links to skills and comment 2 to either skills or time.
Evaluative comment on Planning strand	The comment that is provided links to skills and this is an acceptable evaluative comment.
Evaluative comment on Carrying Out strand	The comment provided is evaluative and links to time.
Evaluative comment on Final Items	Comments 2 and 4 are evaluative and link to skills/resources.
GRADE AWARDED FOR EVALUATING Grade 2	

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 = 3+4+2+2+2 = 13 13/5 = 2.6

Overall grade = 3