

## Carry out a Practical Assignment (CO7)

Candidate Name	<b>Exemplar F</b>
Class	
Centre	
Centre number	

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

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
<b>Analyzing</b>	08/01	80 minutes		
<b>Planning</b>	13/01	80 minutes		
<b>Carrying out</b>	20/01	80 minutes		
	22/01	80 minutes		
<b>Evaluating</b>	27/01	40 minutes		
<b>Overall grade</b>				

## ***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 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.

	<b>Key point</b>	<b>Explanation of how the key point links to the assignment brief</b>
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.

	<b>Additional point</b>	<b>Explanation</b>
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.

<b>Grade Awarded (Analysing)</b>	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:

- ◆ **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.

<b>Key/additional point</b>	<b>Explanation</b> (Explain why the items chosen link back to each key and additional point, bullet points should be used)
1.School	◆ The items are suitable for any age group
2.Primary 7	◆ The items are all good for primary seven children as they are liked by that age group and they can be easily made by them. ✓
3.visiting	◆ The items have to be something quick and easy.
4. range	◆ The items chosen are all a good variety so there will be something there that everyone will like. ✓
5.promote	◆ I will have to make more than one item and make them bright.
6. Home Economics	◆ They will have to appeal to the H.E. department.
7. Items	◆ I can make anything I want in 2 periods.
8. Make	◆ I have to consider my skills and abilities.

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

<b>Grade Awarded (Planning)</b>	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
<b>Monday</b>		(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	
<b>Wednesday</b>		
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 <b>appearance</b>
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 <b>texture</b>
Pizza	★★★	It was a nice golden brown colour 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 <b>taste</b> (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 <b>colour</b> (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 my 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.

<b>Grade Awarded (Evaluating)</b>	<b>For official use only</b>

<b>Exemplar F</b>	
<b>ANALYSING</b>	
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.
<b>GRADE AWARDED FOR ANALYSING Grade 3</b>	
<b>PLANNING</b>	
Link to key/additional points	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.
Chosen item 2	Truffles are an acceptable product as all the boxes are ticked.
Chosen item 3	Pizza is an acceptable product as all the boxes are ticked.
Chosen item 4	Melt moments are an acceptable product as all the boxes are ticked.
Explanation of key points 1-8	Only the explanation for key/additional point 2 and 4 are valid. The rest are vague or not explanations.
Additional explanations	Note: candidate does not provide most (more than 50 %) of valid explanations linked to key points.
<b>GRADE AWARDED FOR PLANNING Grade 5</b>	
<b>CARRYING OUT</b>	
Grade 3 awarded by the centre and confirmed by the moderator.	
<b>GRADE AWARDED FOR CARRYING OUT Grade 3</b>	
<b>EVALUATING</b>	
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.
<b>GRADE AWARDED FOR EVALUATING Grade 5</b>	

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+5+3+3+5 =13

18/5 = 3.6

**Overall grade = 4**