

Carry out a Practical Assignment (CO7)

Candidate Name	Exemplar H
Class	
Centre	
Centre number	

Start date: 10/01Finish date: 08/02

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	55 minutes		
Planning	17/01	55 minutes		
Carrying out	24/01	55 minutes		
	01/02	55 minutes		
Evaluating	08/02	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:

- ◆ **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. single parent	◆ All of the items are inexpensive to buy and quick to make and as a single parent it is important for it to be inexpensive and quick to cook as they might have young children to occupy. ✓
2. asked you	◆ The items are different and contain fruit and vegetables.
3. demonstrate	◆ Each parent will be able to taste some of each of the items as there will be plenty of pasta and banana buns for the parents to try before they make them themselves. ✓
7. economy	◆ The ingredients to make each item will be in the parent`s house.
8. group	◆ The items will provide children with part of the 5 portions of fruit and vegetables for the day.

(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 ↓				
Sausage rolls	★★	★★	★★★	
Pasta salad	★★★		★★	
Shepherds 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	
ANALYSING	
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	
PLANNING	
Link to key/additional points.	A list of four products that could be made is provided.
Chosen item 1	Pasta salad is acceptable as all boxes have been ticked.
Chosen item 2	Shepherds pie is not an acceptable choice as the candidate indicates it does not meet key points 2, 3 and 5.
Chosen item 3	Sausage rolls is not an acceptable choice as the candidate indicates it does not meet key points 2, 4 and 5.
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 link to key/additional points	Minimum links back to key points 1 and 3. No links provided to key point 2, 7, 8.
Additional explanations	Overall the candidate provides 2 valid explanations linked back to the key points. To achieve a grade 4 the candidate would need to have had 3 valid explanations (ie >50%). The candidate does not link the chosen items to all key points so the maximum grade that can be awarded is Grade 6.
GRADE AWARDED FOR PLANNING Grade 6	
CARRYING OUT	
GRADE AWARDED FOR CARRYING OUT Grade 6	
EVALUATING	
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