



**Standard Grade 2013  
Internal Assessment Report  
Home Economics**

The purpose of this report is to provide feedback to centres on verification in Standard Grade 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

All centres have a clear and accurate understanding of the requirements of the national standards for Standard Grade Home Economics. Centres were reminded that information relating to national standards can be found on the Standard Grade Home Economics page on SQA's website.

Centres visited were very welcoming, well prepared and organised. Discussion with staff was positive.

Excellent standards in practical skills, food hygiene and safety are demonstrated in almost all centres.

Accurate grading of candidates' work for Course Objectives 5 and 6 is evident in all cases. Some sections of the Course Objective 7 practical assignment pro forma lacked accuracy in grading in a few cases. Centres were advised to refer to the guidance document for teachers/lecturers on SQA's Standard Grade Home Economics web page. In most cases, where one or more sections were marked too generously in the practical assignment, the overall final mark awarded often remained the same due to the double weighting given to the 'carrying out' element.

## Administration of assessments

Paper work in almost all cases was well presented and accurately marked showing strong evidence of cross-marking, especially when deciding a candidate's final grade.

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

All centres carried out Course Objective 7 a minimum of three times with the final assignment being completed by the candidate without assistance. Centres showed strong evidence of having internally verified all areas of the Course Objective 7 assessments.

## **Areas of good practice**

### **Course Objective 5 and 6**

Practical exercises continue to be carried out very well in all centres. Candidates were very well prepared and worked safely and hygienically in most centres. There was strong evidence of excellent teaching and learning and accurate marking in line with national standards. The work produced by the candidates was well prepared and of a high quality in almost all cases.

The majority of centres cross-marked final exercises, ensuring that an agreed standard was applied to all the candidates who were presented.

All practical exercises showed evidence of dovetailing. For examples of this, please refer to the Internal Assessment Reports for Home Economics Standard Grade 2011 and 2012 on SQA's website.

### **Course Objective 7**

Most centres used the suggested assignment briefs in the Course Arrangements document. This ensures that appropriate briefs are used to help the candidate reach full potential.

*Analysing* — All candidates managed to identify key points without difficulty. Most managed to identify appropriate additional points.

*Planning* — In most cases, candidates chose practical activities that made good use of their time and ability. In all cases, the minimum of 100 minutes of practical activity was allocated to 'carrying out'.

*Evaluating* — Foundation and General sections (pages 9, 10 and 11 of the pro forma) were generally very well done. Some candidates chose to only tackle the Credit section. In a number of instances their work did not meet national standards for a Credit award; therefore they were disadvantaged by only gaining a Foundation mark for this section.

## **Specific areas for improvement**

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

In a number of centres, all candidates were given similar practical exercises. For example, candidates tried to tackle a Credit level exercise even although their own ability fell short of being able to demonstrate the complexity and combination of skill required to carry out the task. This can disadvantage the candidate every bit as much as a highly skilled candidate opting for a Foundation level task. Centres should refer to SQA's website for guidance on exercises suitable for different levels of ability.

In a few centres, candidates were given a very limited choice of practical exercises to select from. This often does not allow them to demonstrate their full

potential. Candidates should be offered up to six practical exercises (two at each level) and be directed to the exercise that most meets their ability level.

In one centre, poor facilities and resources made it difficult for the candidates to achieve high standards in hygiene and safety. This is very much the exception.

### **Course Objective 7**

*Analysing* — Some candidates had difficulty in providing depth of explanation linked to the key points. Centres should encourage the linking together of some key points, for example: <healthy eating> <suitable for selling><local café>.

*Planning* — Candidates frequently failed to link their chosen items to the key/additional point. An example of an explanation for choice linked to key point 'suitable for selling' would be as follows:

'My cup-cakes will be attractively decorated and placed in fours in small boxes with cling film to cover them, therefore they will look good, be hygienic and easy to carry home once purchased.'

*Evaluating* — Some candidates chose to tackle only the Foundation and Credit level sections. In a number of cases, candidates failed to meet national standards in this section resulting in a Grade 7 being awarded for evaluating. If the General level section had been tackled, Grade 3 or 4 would most likely have been the result.

In a few cases, centres are still marking 'statements' from candidates as correct when an 'explanation' is required. Centres are advised to refer to the exemplars on SQA's website and the Senior External Verifier reports from 2010–12.