

**National Qualifications**

**Standard Grade Home Economics**

**Guidance document for teachers/lecturers**

**Revised Arrangements for the Assessment of  
Practical and Organisational Skills:  
Carry Out a Practical Assignment (Course Objective 7)**

**June 2002**



## Contents

Introduction	Page 2
Revised Extended Grade Related Criteria	Page 3
Definition of a Practical Assignment	Page 4
Analysing	Page 6
Planning	Page 8
Carrying Out	Page 10
Evaluating	Page 12
The overall grade for the Practical Assignment	Page 14
Appendix 1: Practical Assignment briefs	Page 15
Appendix 2: Candidate pro forma	Page 17
Appendix 3: Observational Checklist	Page 30
Appendix 4: Exemplar checklist	Page 32
Moderation Activity	Page 33

## Introduction

This document contains comprehensive guidance for centres on the assessment of the revised Extended Grade Related Criteria (EGRC) for the element of Practical and Organisational Skills, Course Objective 7, *To Carry out a Practical Assignment*, (referred to as the Practical Assignment in the remainder of this document)

The revision of the Practical Assignment was undertaken by a small review team consisting of a variety of promoted and non-promoted staff, and all with differing levels of experience in Standard Grade Home Economics. The Home Economics Assessment Panel, whose advice has proved invaluable in this review, has monitored the progress of the development. Throughout the review process, the comments from centres has been taken on board and incorporated wherever possible.

The aim of the revision of the EGRC for the Practical Assignment was to provide candidates with a more achievable and structured Practical Assignment that would allow them – irrespective of ability – the opportunity to demonstrate the range of knowledge and skills developed in the Standard Grade Home Economics course. This revision of the EGRC also makes the differentiation between the three levels clear.

The main changes to the Practical Assignment are detailed below. These changes are designed to build upon the strengths of the former Practical Assignment as well as to eliminate the known weaknesses.

- EGRC revised to allow for a clearer distinction between levels and grades
- A new strand of Analysing introduced to the EGRC
- A new strand of Carrying Out introduced to the EGRC
- The Carrying Out strand to be assessed and have an added weighting
- The pro forma restructured to enable candidate progression throughout the technological process – irrespective of ability
- Allow progression from 5 – 14 Environmental Studies and into the new National Qualifications in Home Economics
- Facilitate the assessment of the Practical Assignment by the provision of clearer assessment guidance, the provision of an observational checklist for the Carrying Out strand and the provision of exemplars
- The provision of a bank of Practical Assignment briefs
- Amend the moderation process to reduce the workload on centres.

Exemplar materials are provided to support the revision. These exemplars are based on actual candidate work and have been assessed by the Senior Moderator for Standard Grade Home Economics. The Senior Moderator has provided comments to justify the grades awarded to each candidate.

Additional exemplification of candidate work will be provided by SQA in due course.

## Revised Extended Grade Related Criteria

### Carry out a Practical Assignment (CO7)

When carrying out a practical assignment, the candidate shows some level of competence by:	When carrying out a practical assignment, the candidate shows a satisfactory level of competence by:	When carrying out a practical assignment, the candidate shows a good level of competence by:
<i>Analysing</i>		
Identifying the key points	Identifying and <b>explaining</b> the key points	Identifying and explaining <b>all</b> the key points <b>and additional relevant points</b>
<i>Planning</i>		
Choosing an appropriate practical item or items	Choosing <b>and giving an explanation of the choice</b> of appropriate item or items	Choosing and giving an explanation <b>with some detail</b> of the choice of appropriate item or items
<i>Carrying out</i>		
Carrying out a practical activity or activities with <b>some</b> degree of efficiency, taking into account hygiene and safety procedures	Carrying out a practical activity or activities with a <b>satisfactory</b> degree of efficiency, taking into account hygiene and safety procedures	Carrying out a practical activity or activities with a <b>high</b> degree of efficiency, taking into account hygiene and safety procedures
<i>Evaluating</i>		
Evaluating the success of the item or items	Evaluating the success of the item or items <b>with explanation</b>	Evaluating the success of the item or items <b>and the effectiveness of the planning process</b> with explanation

## To Carry Out a Practical Assignment: Course Objective 7

### Definition of a Practical Assignment

A Practical Assignment is an activity that involves a candidate working through the processes of analysing, planning, carrying out and evaluating.

The Practical Assignment should be carried out over an **extended** period of time.

The recommended time allocation is a **maximum** of 360 minutes.

A **minimum** of 100 minutes should be spent on the **carrying out** strand of the assignment, ie for the fabric based assignments, a minimum of one item must be made and for food based assignments, a minimum of two items must be made.

The Practical Assignment contains the following **strands**:

- **Analysing** and explaining the key points of the assignment brief.
- **Planning** for the practical activities, which would meet the key points of the assignment brief.
- **Carrying out** the practical activities.
- **Evaluating** the success of the item(s) and the effectiveness of the planning process.

### The Nature of a Practical Assignment

The practical assignment involves candidates in technological activity when undertaking a range of activities over a longer timescale. Practical Assignments require candidates to bring together areas of knowledge and a variety of skills. (see amended arrangements para 3 2 3).

The assignment should reflect real life situations. Appendix 1 provides a list of suitable Practical Assignment briefs with the key points underlined.

Centres are however free to devise their own Practical Assignment briefs.

The Practical Assignment brief should contain a **maximum of eight key points**, which can be identified by the candidate. The key points are the **main words** which are able to be identified directly from the assignment brief. The Practical Assignment brief should also have potential for the identification of **additional key points**. The proforma allows for a maximum of **four additional key points** to be identified, which is due to the time constraint placed on the candidate by the Practical Assignment.

An example is provided below: the key points are underlined.

*A sports-team is visiting your school. Provide a variety of buffet foods.*

Possible additional key points are:

*age , gender, type of sport, facilities available, cost, food safety, nutritional needs, time of year, time of day.*

(It is important that the additional key points identified have a **direct** link back into the Practical Assignment brief, and are not a repetition of those already identified)

## The use of the pro forma for carrying out the Practical Assignment

- A copy of the candidate pro forma is provided in Appendix 2. An additional copy is included with this document which should be copied by centres for use with candidates.
- It is **essential** that all practical assignments are set out on a copy of the pro forma.
- The pro forma has been designed to accommodate the **maximum** number of key and additional points from any brief and all available boxes **will not** necessarily be filled.
- The front page of the pro forma must be completed with the grade allocated for each strand.
- Comments should be entered to justify each grade. This should assist with internal and external moderation.
- The Carrying Out strand of the assignment has a **double** weighting and should be entered **twice**.
- The time allocation should be entered in minutes and should not exceed the maximum 360 minutes in total.

## Differentiation

Differentiation within the Practical Assignment is based on **how** the candidate performs ie, **the level of competence** displayed when carrying out **all of the strands** of the assignment.

In determining an overall grade for the Practical Assignment teachers are required to consider a candidate's performance in each of the strands – analysing, planning, carrying out and evaluating.

A grade should be awarded for each strand using the **Revised Extended Grade Related Criteria**.

The following pages illustrate how the **two grades** can be distinguished at **each level**.

**ANALYSING – (pages 2-4 of the pro forma)**

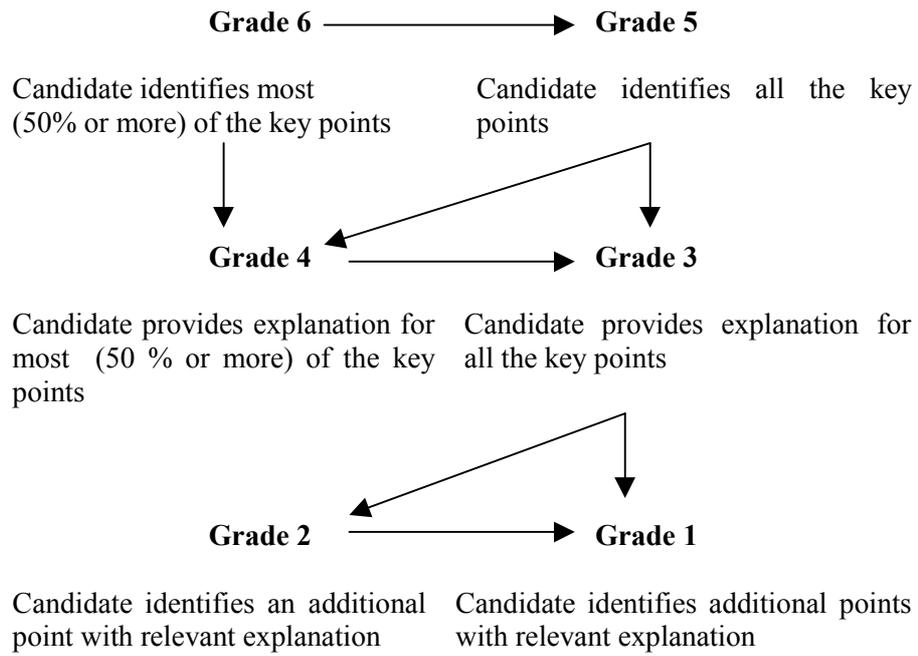
FOUNDATION	GENERAL	CREDIT
Identifying the key points	Identifying <b>and explaining</b> the key points.	Identifying <b>and explaining all</b> the key points and <b>additional relevant points</b> .
<p><b>Grade 6</b> Candidate identifies <b>most</b> (50% or more) of the key points.</p> <p><b>Grade 5</b> Candidate identifies <b>all</b> the key points.</p>	<p><b>Grade 4</b> Candidate identifies <b>most</b> of the key points and provides relevant <b>explanation for most (50% or more)</b>.</p> <p><b>Grade 3</b> Candidate identifies <b>all</b> the key points and provides <b>relevant explanation</b> for each.</p>	<p><b>Grade 2</b> Candidate identifies <b>all</b> the key points and <b>an</b> additional point and provides relevant explanation.</p> <p><b>Grade 1</b> Candidate identifies <b>all</b> the key points and <b>additional</b> points and provides relevant explanation for <b>each</b>, ie a minimum of two additional points identified and explained.</p>

A grade 7 would be awarded if the candidate failed to identify 50% of the key points.

**The use of the pro forma – (pages 2-4)**

- The Practical Assignment brief is written in the box provided.
- Key points should be **identified** and **underlined** by the candidate.
- Rough work in preparation for providing explanation may be shown in the box provided, eg mind mapping. Rough work is not assessed.
- Relevant explanation is **linked to the assignment brief** rather than a dictionary definition of each key point and any additional point(s) identified.
- Candidates should be **encouraged to use bullet points** for explanation rather than extended writing.
- A grade for Analysing should be awarded and entered in the box on page 4 and on the front page of the pro forma. A comment should be made to justify the grade.

**Flow chart to show progression through the stages of analysing**



*The Analysing strand is exemplified within this document. This exemplification is based the work of real candidates.*

**PLANNING – (pages 5-8 of the pro forma).**

Page 6 may be copied for candidate use if necessary.

<b>FOUNDATION</b>	<b>GENERAL</b>	<b>CREDIT</b>
Choosing an appropriate practical activity or activities.  <b>Page 5</b> <b>(p8 non assessed)</b>	Choosing and giving an explanation of the choice of appropriate activity or activities. <b>Page 5, 6, 7 (p8 non assessed)</b>	Choosing and giving an explanation with some detail of the choice of appropriate activity or activities. <b>Page 5, 6, 7 (p8 non assessed)</b>
<b>Grade 6</b> Choices are linked to <b>most</b> (50 % or more) of the key points.  <b>Grade 5</b> Choices are linked to <b>all</b> of the key points.	<b>Grade 4</b> Choices linked to the key points with <b>basic explanation</b> provided for <b>most</b> points. (50% or more) <ul style="list-style-type: none"> <li>• One bullet point each.</li> </ul> <b>Grade 3</b> Choices linked to <b>all</b> the key points with <b>basic</b> explanation provided for <b>each</b> . <ul style="list-style-type: none"> <li>• One bullet point for each.</li> </ul>	<b>Grade 2</b> Choices are linked to <b>all</b> of the key points and additional point(s) with <b>some additional detail in the explanation</b> - (one extra point of explanation overall).  <b>Grade 1</b> Choices are linked to all of the key points and additional point(s) <b>with additional detail in the explanation</b> (two additional points of explanation overall).

*A candidate can gain a grade 1 by identifying one additional key point and offering two extra points of explanation overall.*

**The use of the pro forma – (Pages 5-8)**

**Page 5**

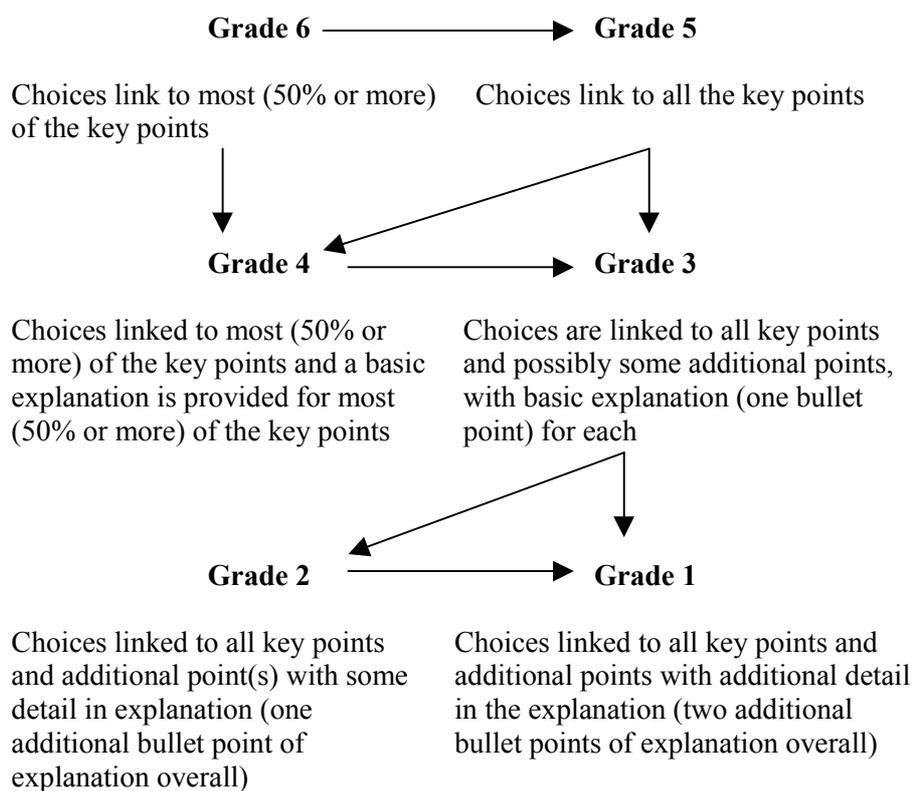
- The candidate can list a maximum of ten possible items they could make.
- The key points and any additional key points identified are listed along the top of the table.
- Candidates tick the box to indicate if in their opinion the items meet the key points and additional points.
- Candidates then select on the basis of that information a maximum of six items they intend to make and enter these items in the boxes provided.
- A candidate who completes only page 5 will gain a Foundation grade 6/5 for planning.

**Page 6-7**

- Candidates explain why they have chosen each item. The explanation must link back to the key points and additional points identified.
- Candidates should be encouraged to use bullet points of information rather than extended writing in the explanation column.
- Candidates could have a maximum of six items and explanation could link back to a maximum of twelve points.
- Page six can be photocopied if necessary.
- A general level award will be gained by providing a bullet point of explanation for **most (grade 4)** or **all (grade 3)** of the points identified on page 5.
- A credit level award will be gained by providing some detail in the explanation.
- **(Grade 2)** one additional bullet point is evident in the overall explanation of the points identified on page 5.
- **(Grade 1)** two additional bullet points are evident in the overall explanation of the points identified on page 5.

Page 8 is for candidate use only and is not assessed.

**Flow chart to show progression through the stages of planning.  
Pages 5-7**



*The Planning strand is exemplified within this document. This exemplification is based on the work of real candidates.*

## **CARRYING OUT – (observational checklist).**

- Teachers must use the **observational checklist** provided in Appendix 3 to assess the carrying out strand of the practical assignment. An additional copy of this checklist is provided with this document. This should be copied by centres and used as and when required.
- Spaces are provided on the checklist for ten candidates to be assessed at one time to assist grading for summative assessment purposes.
- The grade awarded for the Carrying Out strand has a **double weighting** and should be entered **twice** on the front page of the candidate pro forma.
- The Carrying Out strand is graded according to **the degree of efficiency** demonstrated by the candidate while carrying out the practical assignment.
- The degree of efficiency achieved in each **aspect** of the carrying out strand is rated as:
  - **HIGH – few lapses**
  - **SATISFACTORY – occasional lapses**
  - **SOME – frequent lapses**
- The aspects are:
  - **following instructions**
  - **efficient use of time, equipment and materials**
  - **hygiene and safety**
- As the candidate carries out each practical task (maximum of six) ticks should be entered in the appropriate boxes for each aspect.
- A **holistic judgement** based on the placement of the ticks on the checklist over all three aspects is used to determine the grade awarded for Carrying Out.
- A comment to justify the grade awarded should be entered on the front page of the candidate pro forma.
- The exemplar checklist in appendix 4 illustrates candidate performances at various grades across the levels. The grading on the checklist is based on the candidates carrying out five practical tasks.

FOUNDATION	GENERAL	CREDIT
<p>Carrying out the practical activity/activities with some degree of efficiency.</p> <p>Grade 6 The majority of ticks will appear in the <b>some</b> column for each aspect.</p> <p>Grade 5 Some ticks are in the <b>satisfactory</b> column with more in the <b>some</b> column for each aspect</p>	<p>Carrying out the practical activity/activities with a satisfactory degree of efficiency.</p> <p>Grade 4 The majority of ticks are in the <b>satisfactory</b> with a few in the some column for each aspect</p> <p>Grade 3 Most ticks are in the <b>satisfactory</b> column, but a few are in high and/or some column for each aspect</p>	<p>Carrying out the practical activity/activities with a high degree of efficiency.</p> <p>Grade 2 The majority of ticks are in the <b>high</b> column, but with some in the satisfactory column for each aspect</p> <p>Grade 1 Most ticks are in the <b>high</b> column, with very few are in the satisfactory column for each aspect</p>

*The Carrying Out strand is exemplified within this document. This exemplification is based on the work of real candidates.*

**EVALUATING – (pages 9-13 of the pro forma)**

<b>FOUNDATION</b>	<b>GENERAL</b>	<b>CREDIT</b>
Evaluating the success of the item(s). <b>Page 9 only.</b>	Evaluating the success of the item(s) with explanation. <b>Pages 9, (10, 11) optional 12, 13.</b>	Evaluating the success of the item(s) and the effectiveness of the planning process with explanation. <b>Pages 9,12,13.</b>
Grade 6  Candidate evaluates the success of the item(s) by allocating a star rating to most (more than 50%) evaluation areas.	Grade 4  Candidate evaluates the success of the item(s) and provides relevant explanation for <b>most</b> (more than 50%) of the scores allocated to the item(s).	Grade 2  Candidate evaluates the success of the item(s) and the effectiveness of the planning process by providing <b>relevant explanation</b> for <b>each</b> of the areas. <ul style="list-style-type: none"> <li>• One bullet point of explanation for each area.</li> </ul>
Grade 5  Candidate evaluates the success of the item(s) by allocating a star rating to each evaluation area.	Grade 3  Candidate evaluates the success of the item(s) and provides explanation for <b>all</b> of the scores allocated to the items.	Grade 1  Candidate evaluates the success of the item(s) and the effectiveness of the planning process by providing relevant explanation with <b>some detail</b> for <b>each</b> of the areas. <ul style="list-style-type: none"> <li>• An additional point of explanation for each areas.</li> </ul>

**The use of the pro forma – (pages 9-13).**

**Page 9 (Foundation level award only)**

- Candidates evaluate each of the items made using a star rating for each evaluation area – appearance, texture, taste (food) and colour (textiles).

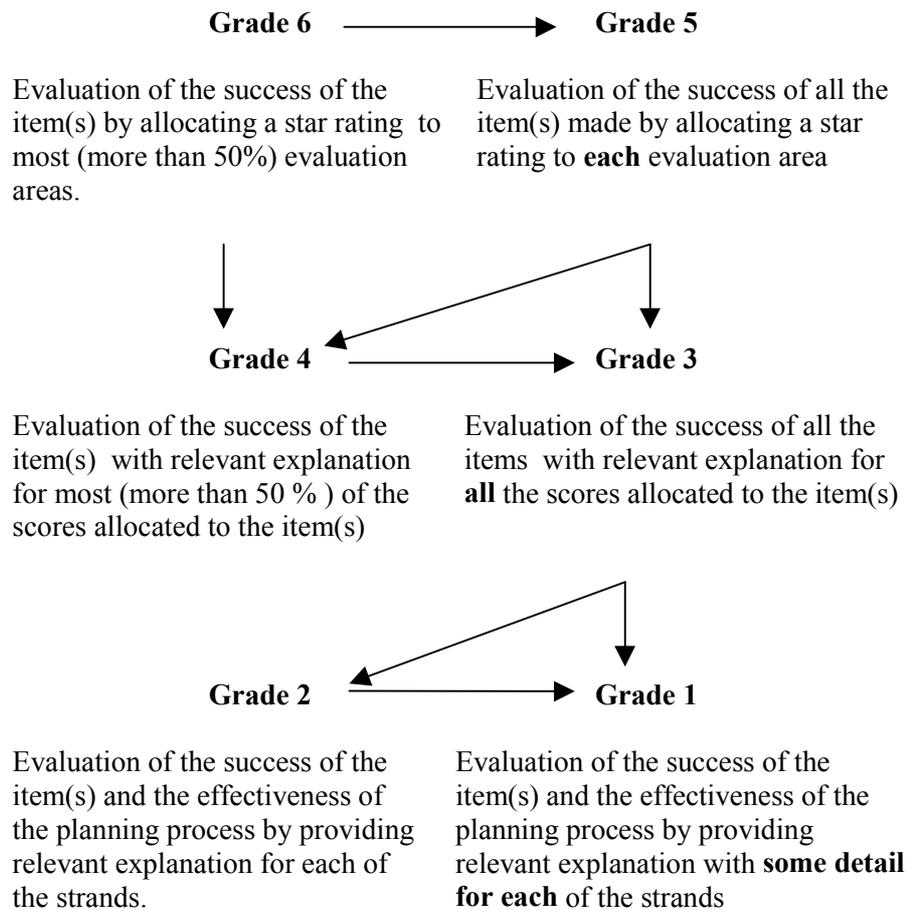
**Page 10 and 11 (General level award only)**

- Candidates explain the score given to **each item** for appearance, texture, taste/colour.
- Candidates should be **encouraged to use bullet points** rather than extended writing when providing explanation.
- **Credit level candidates can opt to omit pages 10 & 11 and progress directly to pages 12 & 13. They may find that they are restricted for time if they attempt to complete all pages and an evaluative comment on the final item(s) is asked for on page 13.**

**Pages 12 and 13 (Credit level award)**

- An evaluative comment in relation to each of the strands – analysis, planning, carrying out and final item(s) is to be provided by the candidates to determine the effectiveness of the assignment (planning process) in relation to resources, time and skills.
- Page 12 can be photocopied if additional space is required.
- Candidates should be **encouraged to use bullet points** of explanation rather than extended writing.
- Credit level candidates should be encouraged to omit pages 10 & 11 of the pro forma.

**Flow chart to show progression through the stages of evaluation.**



*The Evaluating strand is exemplified within this document. This exemplification is based on the work of real candidates.*

**The overall grade for the Practical Assignment.**

The final grade for the practical assignment is calculated as the mean of the grades allocated for **each** strand.

The following shows some examples.

Activity	Candidate A	Candidate B	Candidate C	Candidate D
Analysing	1	3	2	3
Planning	2	2	3	4
Carrying out*	1	2	3	3
Carrying out*	1	2	3	3
Evaluating	1	3	4	5
Total /5	6 /5	12 /5	15 /5	18 /5
<b>Final Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

The final grade must be calculated by the centre and indicated on the front of each candidates' pro forma. Space is provided to allow teachers to justify the grades awarded to candidates for each strand.

\*Note: The Carrying Out strand has a double weighting and so the **overall grade** for the Carrying Out strand achieved by the candidate should be entered twice.

## Appendix 1

### Item bank of Practical Assignment briefs.

The following item bank of Practical Assignment briefs is not an exhaustive list. Centres are free to adapt their own assignment briefs to suit the needs of their own candidates.

When a centre is devising a new assignment brief, the criteria listed in the main document should be considered to ensure that a valid assignment brief is developed.

The Practical Assignment briefs detailed below have been developed to allow for the completion of both food and/or textile practical activities.

- Provide seasonal gift(s) for the local residential home.
- Provide seasonal gift(s) for the local residential home for the elderly/disabled/children.
- The school is organising a ‘Good Health Day’. Provide a selection of exciting foods
- Your parents are organising a barbecue. Create a selection of side-dishes and desserts.
- Primary 7 are visiting the school. Make a range of items to promote Home Economics.
- The school is organising an event for ‘Children in Need’. Produce item(s) which could raise funds.
- Money is limited. Produce item(s) to celebrate your friend’s birthday.
- You are having a sleep-over with friends. Provide snack ideas for the evening.
- A foreign student is staying with you. Make food for the visit.
- Make item(s) suitable for sale by the school enterprise group.
- Gift(s) are exchanged on special occasions. Make a suitable item(s).
- Make a textile gift to give to a young child
- Produce a variety of items to promote local tourism.
- Provide a range of suitable lunch dishes for the local drop-in-café
- Make item(s) which demonstrate the use of electrical equipment.
- A group of single-parents have asked you to demonstrate a range of economy meals.
- The nursery is having a theme party. Make suitable item(s)
- Make item(s) suitable for an elderly relative
- Make item(s) suitable for a pregnant woman/convalescent
- Make a textile item(s) suitable for taking on holiday



**National Qualifications**

**Standard Grade Home Economics**

**Carry Out a Practical Assignment (CO7)**



Candidate Name	
Class	
Centre	
Centre number	

Start date: \_\_\_\_\_ Finish date: \_\_\_\_\_

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>Analysing</b>				
<b>Planning</b>				
<b>Carrying out</b>				
<b>Evaluating</b>				
<b>Overall grade</b>				

## ***Analysing***

Write your Practical Assignment brief in the box below.

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		
2		
3		
4		
5		
6		
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

	<b>Additional point</b>	<b>Explanation</b>
9		
10		
11		
12		

<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 →									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														

### Chosen items

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

1	4
2	5
3	6

Use the following chart:

- **Explain** why you have chosen **each** item that you will make
- Your explanation **must** link back to **each** of the **key points** and **additional points** you identified

<b>Item to be made</b>	<b>Key Point No.</b>	<b>Explanation</b> (Linked to each of the key points and additional points, bullet points should be used)

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

<b>Item to be made</b>	<b>Key Point No.</b>	<b>Explanation</b> (Linked to each of the key points and additional points, bullet points should be used)

<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 (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 ↓				

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>

Item(s) made	Score given	Explanation for the score given to the item for <b>texture</b>

<b>Item(s) made</b>	Score given	Explanation for the score given to the item for <b>taste</b> <b>(food item only)</b>

<b>Item(s) made</b>	Score given	Explanation for the score given to the item for <b>colour</b> <b>(textile item only)</b>

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)**

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



**Exemplar showing the use of the Carrying Out strand observational checklist**

The exemplar on the next page illustrates the use of the observational checklist for the Carrying Out strand of the Practical Assignment.

Candidates are assessed holistically over the complete range of practical activities undertaken in the Practical Assignment. A holistic award is then given to the candidate for each of the aspects of the Carrying Out strand. These will then be used to provide an end grade for the candidate for the Carrying Out strand.

Where a candidate is undertaking several practical activities over a number of lessons, it is possible to use the observational checklist to record candidate attainment in each lesson. This can be achieved by placing small ticks in each of the aspect boxes against each candidate. When the candidate has completed all the practical activities, a judgement can be made by the assessor as to the degree of efficiency achieved in each of the strands across the range of practical activities. An example is shown below.

In the example below, the candidate has undertaken three practical activities. The assessor has indicated on the checklist (by the use of small ticks) the attainment achieved in each lesson. When all three practical activities have been completed, the assessor holistically assesses candidate performance.

Candidate names _____→	<i>Candidate</i>  A		
Degree of efficiency (√ as required) _____→	High	Satisfactory	Some
Follows instructions	√ √	√	
Efficient use of equipment , time and materials		√ √ √	
Hygiene and safety procedures		√ √	√
Overall grade awarded (circle as appropriate)	1 2	3 4	5 6

In this example, the majority of ticks are in a satisfactory column indicating performance at General level. There are a few ticks in the high column and only one tick in the some column meeting the criteria for an award at Grade 3 (see page 13 of this document). When a candidate is undertaking a number of activities over a number of lessons, the overall grade awarded can only be made once all the activities are complete, ie the grade is awarded holistically. The ticks allow for the recording of performance over a number of lessons.

The following checklist illustrates how different overall grades have been achieved based on a candidate undertaking five practical tasks.

**National Qualifications**  
**Standard Grade Home Economics**  
**Observational checklist for the assessment of the Carrying Out strand of the Practical Assignment**  
*EXEMPLAR*



Candidate names →	Candidate <i>A</i>			Candidate <i>B</i>			Candidate <i>C</i>			Candidate <i>D</i>			Candidate <i>E</i>			Candidate <i>F</i>			Candidate <i>G</i>			Candidate <i>H</i>			Candidate <i>I</i>			Candidate <i>J</i>					
	High	Satisfactory	Some																														
Degree of efficiency (√ as required) →	√	√		√		√	√	√	√	√	√			√	√		√	√	√	√	√	√	√		√	√		√	√				
Follows instructions	√	√		√		√	√	√	√	√	√			√	√		√	√		√	√		√	√	√	√		√	√				
Efficient use of equipment , time and materials	√	√		√	√	√	√	√	√		√	√		√	√		√	√			√			√	√	√		√	√				
Hygiene and safety procedures	√	√		√	√		√	√		√	√			√	√		√	√	√	√	√		√	√	√	√	√	√	√	√			
Overall grade awarded (circle as appropriate)	1	3	5	1	3	5	1	3	5	1	3	5	1	3	5	1	3	5	1	3	5	1	3	5	1	3	5	1	3	5	1	3	5
	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6

Centre: *Hanover High School*  
 Completed by: *A. N. Other*

Class section: *4B*  
 Date completed: *30/6/09*

Internally moderated by: *A.N. Otherone*

## Moderation of the Practical Assignment

The changes made to the Practical Assignment will have a knock on effect on the moderation activity for Standard Grade Home Economics. A summary of moderation activity to support the introduction of the revised Practical Assignment is detailed below. Comprehensive centre guidance documents and associated stationery will be issued to centres in due course.

Candidates will be formally assessed on a minimum of two occasions during the Standard Grade Home Economics course. One of these assessment occasions will be in the second year of the course and will be completed before or during visiting moderation, which will take place in February/March each year. The moderation activity can be related to a food assignment, a fabric assignment or a combination of both.

Centres will be selected for visiting moderation for **either** Course Objective 5 and 6 **or** the Practical Assignment (Course Objective 7), but **not** for both. Visiting moderation of Course Objective 5 and 6 will continue as in previous years.

Where a centre has been selected for visiting moderation of the Practical Assignment the visiting moderator will observe **six** candidates undertaking a variety of activities as part of the Carrying Out strand. The Practical Assignment pro forma for **ten** candidates will also be moderated with reference to the analysing, planning and evaluating strands.

There will be two different moderation options available to centres:

Moderation Option A	Moderation Option B
<ul style="list-style-type: none"> <li>• For those centres who will have <b>completed</b> the Practical Assignment before the visiting moderation period February/March</li> <li>• The completed and graded pro forma for <b>ten</b> candidates will be sent to the visiting moderator in advance of the moderation visit.</li> <li>• The visiting moderator will observe <b>six</b> candidates undertaking a practical task. This task will be devised by the centre, to reflect the nature of the Carrying Out strand of the Practical Assignment. The centre and the visiting moderator will independently assess the candidates using the observational checklist provided by SQA.</li> <li>• The visiting moderator will provide the centre with feedback relating to the Analysing, Planning and Evaluating strands of the completed Practical Assignment as well as feedback relating to the Carrying Out strand undertaken during the visit.</li> </ul>	<ul style="list-style-type: none"> <li>• For those centres who will be undertaking the Carrying Out and Evaluating strands during the moderation period February/March.</li> <li>• The completed and graded pro forma for the Analysing and Planning strands <b>only</b> will be sent to the visiting moderator in advance of the moderation visit.</li> <li>• The visiting moderator will observe six candidates undertaking a practical task which forms a natural part of the Practical Assignment being undertaken. The centre and the visiting moderator will independently assess the candidates using the observational checklist provided by SQA.</li> <li>• The visiting moderator will provide the centre with feedback relating to the analysing and planning stages of the Practical Assignment currently being undertaken, as well as feedback relating to the Carrying Out strand undertaken during the visit.</li> <li>• The centre will complete the Carrying Out and Evaluating strands and post the fully completed Practical Assignment pro forma to the moderator. The moderator will provide written feedback relating to the Evaluation strand.</li> </ul>

The changes to the moderation activity detailed above, combined with the associated reduction in overall time required for the moderation visit will be to the benefit of centres.