

National Qualifications

Standard Grade Home Economics

Carry Out a Practical Assignment (CO7)



Candidate Name	Candidate A
Class	
Centre	Exemplar
Centre number	June 2002

Start date: 19/04/02 Finish date: 17/05/02

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	19/04/02	40 mins		
Planning	24/04/02	40 mins		
	26/04/02	40 mins		
	29/04/02	40 mins		
Carrying out	1/05/02	60 mins		
	8/05/02	60 mins		
Evaluating	13/05/05	40 mins		
	15/05/02	40 mins		
Overall grade				

Analysing

Write your Practical Assignment brief in the box below.

The school is organising a "Good Health Day".

Provide a selection of exciting foods.

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	School	There will be a range of different people so the food will have to appeal to pupils and staff and so they will be willing to pay for it.
2	Good Health Day	This restricts the type of foods that can be used. Sticking to the dietary targets will help to make food which is healthy with healthy food choices.
3	Provide	I am providing the foods so I will need to look at my skills and what equipment is available before I select foods. This means that food has to be produced by me.
4	Selection	I must make a wide variety of different foods that appeal to both pupils and staff alike ie. sweet and savoury, hot and cold.
5	Exciting foods	The foods must look good and be tasty or no one will buy them. The foods should be made to look interesting, taste interesting and have an interesting texture.
6	Organising	It is the school that is organising this day and so I will have to take into account other factors such as time of day the food is being sold, facilities available when selling food and how the food will be eaten
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	Cost	Because the health day is being held in school I will have to consider cost as the costs to make the food must be low so the selling price is low and pupils can afford it
10	Time of year	I must be careful about wanting to use foods that are not in season and they may not be readily available as they may only be available at certain times of the year.
11	Surroundings	You are not likely to buy a pasta dish if you were eating it outside in the street, but you would if there were tables to sit at
12	Time	I only have 2 hours on 2 different days which will limit what I can do and what I can make. I must be able to make all the items in this time.

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 →	School	Providing	Good Health Day	Selection	Exciting foods	Organising			List your additional points here →	Cost	Time	Surroundings	
		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												
Fruit Salad		√	√	√	√	√	√				√	√	√	
Vegetable kebab and savoury rice		√	√	√	√	√	√				√	√	√	
Tomato and basil soup		√	√	√	√	√	√				√	√	√	
Garlic bread		√	√		√		√				√	√	√	
Fruit pastry roll		√	√		√	√					√	√	√	
Spiced apple crumble		√	√	√	√	√	√				√	√	√	

Chosen items

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

1 Fruit Salad	4 Spiced apple crumble
2 Vegetable kebab and savoury rice	5
3 Tomato and basil soup	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

Item to be made	Key Point No.	Explanation (Linked to each of the key points and additional points, bullet points should be used)
Fruit salad	1, 4 11 9 2 4 3, 6 10 5 2, 6	<ul style="list-style-type: none"> • Fruit salad tends to be a sweet dish that is popular with all ages - pupils and staff so it will sell. • I will sell the fruit in yoghurt pots that I have recycled. I will provide people with a plastic spoon to eat the fruit with • This will be low cost as I am using seasonal fruits and so people will be able to buy it cheaply. • The use of fruit meets with the dietary target to increase fruit consumption. • This is a sweet dish and so makes it part of a range. • I have made this dish before and so know I can make it well and with the equipment required. • I can also make it with the time I have available - it should only take me 20 minutes • I also know that the end product looks good and should be attractive to people • The food is being sold at lunchtime and this would be a healthy dessert food.
Vegetable kebab and savoury rice	4 3, 10 4, 1 2 5 6, 11 9	<ul style="list-style-type: none"> • This is a savoury dish that adds to the variety of foods available on the day. • I have made kebabs before (meat kebabs) and so know that I can make them in the time available. I also know that the equipment required is available • Vegetable kebabs with rice will suit all ages and tastes - including vegetarians • The vegetables contribute to the increasing vegetable intake target • The rice to the eating more total complex carbohydrates target • The colours, flavours and textures of the different vegetables will make them exciting. The rice will give a contrast in colour • These are suitable as a lunch time savoury food and can be served in paper plates. • Vegetables are reasonably low cost - as is the rice and so the kebabs can be made and sold cheaply

Item to be made	Key Point No.	Explanation (Linked to each of the key points and additional points, bullet points should be used)
Tomato and basil soup	5 4 6, 3 6, 10 11, 6 9 1, 4 2	<ul style="list-style-type: none"> • The soup is different to traditional tomato soup - the basil gives it a different flavour. • The soup is a savoury soup and so adds to the variety of foods sold on the day • I have not made this soup before, but looking at the recipe there are no new skills there that I do not have or know. I have access to all the equipment required to make the soup • The soup is made in the microwave and so I know that I will be able to make it in the time available • The soup will be served in plastic cups and so will be easy to serve at the lunch time sale • Soup is made from tinned tomatoes which are now available at very low cost from supermarkets. This means that the soup can be sold at low price. • Soup should be popular at lunchtimes as a starter and will suit all ages and tastes - including vegetarians. • The soup contributes to the target to increase vegetable intake.

Item to be made	Key Point No.	Explanation (Linked to each of the key points and additional points, bullet points should be used)
Spiced apple crumble	1, 4 2 3, 6 10 5 6, 11 9	<ul style="list-style-type: none"> • This will be a sweet dish that will be suitable for all ages and stages, including vegetarians. • This product helps to contribute to the increasing fruit and total complex carbohydrate targets. • I have the skills and equipment to make the product as I have made a similar dish before and have planned to make it in 60 minutes along with another dish • The end product should look and taste good - especially with the spicy twist to the flavour. • This is suitable as a lunch time dessert and can be served from a paper plate and plastic spoon • The apples are low cost and the topping uses store cupboard ingredients and so is cheap to make and sell

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)
Day 1	I will make the vegetable kebabs and Savoury rice and the fruit salad on day 1 1/5/02	
Day 2	I will make the spicy apple crumble and the tomato and basil soup on day 2 8/5/02	The fruit salad needed citrus fruit as the apple turned brown

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 ↓				
Fruit salad	★	★ ★ ★	★ ★ ★	
Vegetable kebabs and savoury rice	★ ★ ★	★ ★ ★	★ ★ ★	
Tomato and basil soup	★ ★	★ ★ ★	★ ★ ★	
Spiced apple crumble	★ ★	★ ★	★	

Use the following charts to:

- Explain why you have given **each** item the **score** in the previous chart.

Item made(s)	Score given	Explanation for the score given to the item for appearance

Item made(s)	Score given	Explanation for the score given to the item for texture

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

Item made(s)	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 well in the analysing section as I managed to identify all the main points from the brief. This was easy to do as we have been given practice in doing this in class and for homework. I know that I did not miss out any main points.
- I managed to identify four additional key points and gave an explanation of each. I found this was more difficult as I had to try and make sure that the points were suitable for the situation and that the explanations were ok.
- The additional points that I identified and explained were certainly ones that you would need to think about if planning to make foods for this situation.

Evaluative comment on planning

- I think that I could have done better in this section as I only identified six products to make. I should have taken more time to look at lots of different recipe books, rather than relying on recipes that I had already made. This might have meant that I could have selected items that were perhaps more 'different' and exciting.

Evaluative comment on carrying out

- I carried out the four tasks quite well. I managed to make all the items in the time that was available and as I had planned.
- However my biggest disappointment was the apple crumble which was a disaster. I had not copied down the recipe correctly and added too much spice, giving it a horrible taste.
- I also used too much margarine in the crumble which made it look and taste stodgy. I needed to take more care when writing my food order and recipe to make sure that I was carrying out the recipe correctly.

Evaluative comment on final item(s)

- Because of the incorrect measuring of the spices and the margarine, the taste, texture and appearance of the crumble was poor - the taste in particular. I have made this before and know that with more care I could have made a much better product.
- The fruit salad was a great success in that it looked really good to start with. However after a short time the apples began to go brown - as I did not add lemon juice to the mixture - which would have prevented the apple going brown. However the taste and texture were very good due to the combination of different fruits. Had the apples not gone brown - everything would have been perfect.
- The kebabs and savoury rice was perfect. I could not have done anything better to improve them. I could have used wooden skewers rather than metal ones - especially if they were going to be sold. However the school did not have them available.
- The tomato and basil soup was a success in that the flavour was good and the texture was smooth. However when I tried to decorate the product with cream and make it into swirls, it did not work and just looked a mess. I should have taken more care when doing this.

Grade Awarded (Evaluating)	For official use only

Examiner comments

Front page

The candidate has indicated the start and finish date of the assignment.

An outline plan has been given by allocating times to each strand.

The total time allocated to the Practical Assignment is the maximum 360 minutes and the time allocated to the Carrying Out strand is above the minimum 100 minutes.

Analysing

The candidate provided all key points. The candidate has combined the key points of exciting and foods together. This is acceptable as long as the explanation is valid. The explanations linked to each of the key points are valid and relevant. This meets the criteria for an award at upper General.

However the candidate goes on to provide four additional key points. Points 9, 10 and 12 are valid and have relevant explanation. For additional point 11, the explanation and the identified additional point do not clearly match. This meets the criteria for an award at upper Credit level.

Grade awarded to the candidate for the Analysing strand **1**

Planning

The candidate chooses four appropriate activities from a list of six identified. The four selected activities link to all of the key points and additional points identified. Although the candidate has omitted an additional key point from the planning section (time of year) the candidate is not penalised (at Credit the candidate needs only one valid additional point). The candidate is now working on the basis of only three additional key points and the work has been graded accordingly – ie candidates are not double penalised. The candidate justifies all the choices by linking back to all the key and additional key points. The candidate just meets the criteria for an award at lower Credit level by providing an additional point of information in the justification for the kebabs, linked to dietary targets.

Grade awarded to the candidate for the Planning strand **2**

Carrying Out (internally assessed and subject to external moderation)

Grade awarded to the candidate for the Carrying Out strand **1**

Evaluating

The candidate has provided a product evaluation by completing the star rating charts. This meets the criteria for an upper Foundation award. The candidate opts to miss out the next stage of the evaluating strand, and moves directly onto the last section ie evaluating the complete assignment. The candidate provides at least one detailed point of explanation for each of the areas to be evaluated.

The candidate does not however provide more than one valid and relevant point of evaluation in each area. The candidate therefore meets the criteria for a lower credit award.

Grade awarded to the candidate for the Evaluating strand **2**

Calculation for the Overall grade achieved:

Analysing	1
Planning	2
Carrying out	1 (note Carrying Out strand has a double weighting
Carrying out	1 so the same grade is entered twice)
Evaluating	2
Overall grade	$7 / 5 = 1.4$

Overall grade achieved 1