

Scottish Certificate of Education

**Standard Grade Arrangements in
Home Economics**

Foundation, General and Credit Levels in and after 1995

Contents

	Page
Introduction	3
1 Home Economics in the Curriculum - A Rationale	4
2 Aims	6
3 Ways of Learning - the Elements	7
4 Contexts for Learning	10
5 Essential Knowledge	14
6 Course Construction	15
7 Assessment for Certification	18
8 Grade Related Criteria	22
Appendices	
I The Consequences for Teaching	27
II Elaboration of Essential Knowledge	33
III Sources of Information	47

Introduction

Standard Grade examinations in Home Economics at Foundation, General and Credit Levels will be offered in and after 1995 on the basis of the Amended Arrangements detailed below.

The Arrangements encourage the development of Home Economics courses in S3 and S4 that will:

be suitable for both boys and girls;

provide education through practical experience and technological activity;

range across a number of areas appropriate to the school community and to current needs of young people;

give prominence to skills and processes in relation to content.

1 Home Economics in the Curriculum – A Rationale

1 1 The purpose of Home Economics is to prepare young people in certain important skills of living as individuals and of establishing and developing a stable environment for their families. Home Economics encompasses studies of many of the processes which are necessary for day to day living.

1 2 Home Economics involves a study of a number of areas of knowledge and experience - technological, scientific, creative, aesthetic and social. The disciplined study of the interrelationships of these areas is one of the major contributions of the subject to the curriculum, eg planning and making a meal involves balancing several components, linking a knowledge of the properties of food with a perception of people's sensory and physical needs, with an understanding of time, effort and skill requirements, and with a judgement about cash limits. Home Economics is the synthesis of key abilities and skills within these components, weighted to suit the ability and maturity of the pupils.

1 3 Home Economics offers pupils opportunities to develop technological capability. They learn how to meet identified human needs through appropriate selection and skilful use of resources, including technological equipment.

1 4 The development of certain standards and particular aspects of individual and group behaviour is also an important part of Home Economics. This is demonstrated, for example, in the sharing of work spaces, materials and equipment, and in taking responsibility for health and safety in the use of products and equipment which carry potential risks.

The organisation of teaching spaces and the management of lessons brings forward such standards implicitly and can provide an opportunity for pupils to study the effect of their decisions on others. Specific course material can be used to reinforce this in a more explicit way.

1 5 Home Economics builds on the pupils' knowledge of different forms of home life and on their immediate experience of making choices in relation to the organisation of their own lives. By sharing these experiences, young people are helped to appreciate a wider range of choices than those selected intuitively or through habit, thus gaining an understanding of the factors which enhance and support the quality of life in different households. Many of the practical activities undertaken in Home Economics are structured to give pupils opportunities to consider less familiar life styles and cultures and to recognise similarities and differences within these.

The concepts of the family and the organisation of the household are particularly significant to learning in Home Economics. The family is seen as a unit made up of more than one person, contributing to the well-being of its individual members. Boys and girls are enabled through a variety of practical experiences, to confront and discuss the various roles open to them now and in the future, and to explore the sometimes conflicting attitudes and values of family and society. By such discussions and explorations they develop technological skills and can arrive at an informed basis for a course of action which may be assessed through a practical assignment. Pupils are encouraged to recognise that living involves posing questions, making decisions and practical problem solving, and that these activities are always carried out within a set of internal and external constraints.

- 1 6** Although basically unchanged in purpose, current aims are developed in response to social and technological change. Thus, the rationalisation of craft and organisational skills reflects the needs of the present day family for emphasis on practical skills and for expertise in management aspects.
- 1 7** Organisational skills are fundamental to Home Economics. Such skills, which cannot always be learned in a theoretical context, include the ability to plan, make judgements and establish priorities in relation to available resources - both human and material. Importantly, these skills also include the ability to work effectively, as a member and/or leader of a team. Thus pupils are given the opportunity to expand their horizons by making judgements and decisions affecting other people. These skills are incorporated in workshop situations, encouraging pupils to develop an ordered approach to tasks that should help alleviate strain in many aspects of everyday life.
- 1 8** In common with other subjects, Home Economics contributes to more general aspects of pupil development as described in the Munn Report¹, paragraph 5.10. The subject helps to:
- encourage and develop an individual's confidence and self assurance through the success possible in completing a task;
 - develop reasoning which can be exercised in the open-ended situations which form much of living and home-making today;
 - encourage orderly thought processes through practical learning situations;
 - give experience of responsibility in dealing with and interacting with other people and their problems.
- 1 9** Home Economics also contributes to and underlines skills of language and communication. The pupils' vocabulary is extended to include appropriate terminology relating to the various facets of the subject. Practical activities offer scope for the development of the ability to read, understand and interpret verbal and written instructions, and for spontaneous discussion.
- 1 10** Home Economics activities can offer opportunities which enable pupils to accept and understand what are often difficult concepts in real-life situations.
- 1 11** Future social and economic developments cannot be foreseen with any certainty but significant shifts in adult roles within the family and in society seem likely to continue. Both women and men may now expect to support and look after themselves for most of their lives, looking to one another for help and care; both are more prepared to share more evenly the tasks and pleasures of the home on a less gender-stereotyped basis.
- 1 12** Courses for both boys and girls must be adaptable in their aim of educating young people in the practicalities and responsibilities of living in a constantly changing society. They must be geared to developing in pupils abilities to bring together knowledge and skills and to organise and apply them. The need for such development is paramount if the courses are to prepare pupils for change. Courses must be designed to encourage an outward looking and flexible approach to learning, involving activities of enquiry and investigation and finding proof and evidence. Workshop experiences are a desirable means of achieving them.

¹ "The Structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School", HMSO 1977

2 Aims

- 2 1** As a basis for course planning the ideas of the rationale have been developed into aims suited to the needs of pupils in S3 and S4. These aims are designed to reflect the contemporary nature of Home Economics, coupled to the needs of young people, for an action based learning experience.
- 2 2** The aims represent an overall emphasis on skills, particularly organisational skills and those which contribute to the development of technological capability. Skills may be developed in a variety of ways, all based on practical situations, using a range of approaches.
- 2 3** The aims are as follows.
- a To provide a sound basis of knowledge and skills which will stimulate and sustain an interest in and enjoyment of Home Economics.
 - b To develop the knowledge and skills required to enable young people to make reasoned and informed decisions - decisions related to the organisation and management of resources and human potential in order to satisfy the needs of individuals within the family group.
 - c To develop an understanding of and give practice in the use of the principles underlying the critical choice, and the safe and informed use, of equipment, materials and procedures.
 - d To provide meaningful experience and opportunities for personal fulfilment in creative, sensory and practical skills.
 - e To help young people towards an understanding of the needs of different members of a family group.
 - f To develop in young people organisational skills and the technological capability necessary to meet the needs of individuals and family members within a rapidly changing society.

3 Ways of Learning - the Elements

3 1 Introduction

Skills acquired in the process of learning are more relevant to Home Economics than are a range of facts and principles. As social, technological and economic changes gather momentum, Home Economics courses should provide opportunities to acquire skills to meet these changes, for example skills of finding and handling information, acquiring and applying knowledge to ever changing circumstances, and using theoretical concepts in practical situations.

3 2 Assessable Elements

In the learning process a complex of skills and abilities is involved. In Home Economics, it is possible to identify particular groups of skills and abilities which are employed and used to a significant degree. These groups form the assessable elements of the course. They are:

Knowledge and Understanding
Handling Information
Practical and Organisational Skills.

Although the elements have been identified separately, there is overlap and interdependence.

3 2 1 *Knowledge and Understanding*

The knowledge and understanding of physical, social and emotional needs of individuals and family group members is basic to all Home Economics courses. Throughout life, needs will change and differing responses will be required. Certain abilities in this element are therefore essential, both in themselves and in the development of learning experiences in the elements of Handling Information and Practical and Organisational Skills.

Knowledge, which is transferable over a wide range of applications, is more useful than facts confined to specific events. Using concepts or principles as teaching goals allows the teacher to select learning experiences most likely to be relevant to a particular class and situation, and will be more useful to the pupil than selecting as goals facts to be learned. For example, many of the details underlying the concepts of a food plan may be forgotten through time. The principle, however, that such a plan may be used in selecting foods to meet individual needs, and the ability to apply this principle to meal planning, is likely to remain if the pupil has had practice in its use.

Pupils should be given opportunities to acquire knowledge of facts, terminology, concepts and principles. They should also be given opportunities to explain, predict, infer, plan, solve problems or make decisions. Setting these experiences in the form of assignments, discussion sessions and investigatory studies, all of which go beyond information and fact finding to application and use, will provide appropriate contexts for effective learning.

3 2 2 *Handling Information*

Skills of handling information are important in Home Economics because of the changing nature of the subject. Information may be taken from a range of sources and be presented in a variety of forms. It is sought and used for different reasons, eg for direction in the use of a piece of equipment or as a reference from which to draw inferences and make decisions when choosing equipment.

It is important for pupils to be able to interpret and select what is relevant to specific problems or tasks and to draw conclusions based on the criteria judged to be appropriate to the problem.

Beyond acquiring a range of skills in interpreting and working with information, pupils should be able to use a variety of communication forms appropriate to different circumstances, eg the spoken or written word, pictorial or graphic means.

3 2 3 *Practical and Organisational Skills*

Practical and organisational skills have always played a major part in Home Economics courses. The skills within this element include practical, procedural, creative and organisational skills which have a wide application to life in and beyond school, affecting the home, the family, the workplace and leisure time activity. Practical workshop experiences in Home Economics give realism to theoretical concepts involving order, method and planning in a range of familiar contexts.

Practical skills develop manual dexterity and motor control in the safe handling of equipment, materials and resources. Through practice, pupils achieve varying levels of coordination, rhythm and pace in practical situations.

Procedural skills involve the carrying out of tasks in an organised manner. These tasks should encompass a wide range of technical skills fundamental to Home Economics.

Creative skills are developed from considerations of design, colour, shape, texture and appearance, taken independently and in relation to each other. Judgements of a personal and subjective nature should be encouraged in these considerations and viewed as important outcomes of experiences within the area of creative skills.

Organisational skills are important in Home Economics since they bring together a number of areas of knowledge and planning skills. This will involve making reasoned decisions about priorities, and planning an appropriate course of action for a practical assignment. By having the opportunity to carry out practical assignments in a variety of contexts, pupils can be involved in subsequent evaluation of the effectiveness of the assignments.

3 3 **Course Objectives**

Within the elements pupils will develop a number of skills. These skills are prescribed in terms of the Course Objectives listed below and will serve as reference points from which

teachers will develop their own courses.

Knowledge and Understanding

- 1 To acquire a knowledge of facts, terminology, concepts and principles.
- 2 To use facts, terminology, concepts and principles.

Handling Information

- 3 To select, from reference sources, information relevant to a given specification.
- 4 To draw a conclusion from information.

Practical and Organisational Skills

- 5 To acquire practical skills.
- 6 To carry out a practical exercise.
- 7 To carry out a practical assignment.

Intrinsic to this element will be the provision of opportunities to take account of relevant health and safety factors and of opportunities to develop creative aspects.

4 Contexts for Learning

4 1 The study of Home Economics is based on the physical, social and emotional dimensions of human need, in particular the individual's need for food, clothing, shelter, and dependence on other people. The relative importance of these needs may alter according to social change and developments in technology.

4 2 To provide a means of structuring the range of relevant experiences within Home Economics, areas of activity have been identified. These provide a basis for the course and include aspects of content, skills and attitudes. These areas of Home Economics activity are called Contexts in this document.

4 3 Three Contexts are identified.

Health

Materials and Resources

Individuals and Families

The identification of Contexts should not be taken to imply a highly detailed and structured course: by providing a framework for pupil experiences they should be an aid to planning. The areas are general and wide enough to provide for flexibility in planning courses appropriate to the needs of pupils, taking into consideration the circumstances of departments.

4 4 These Contexts are not independent in character and have an interrelationship which will be exploited in course planning. The ability to perceive the relevance of one area of knowledge and experience to another is an important outcome of learning in Home Economics.

4 5 Characteristics of the Health Context

4 5 1 Learning about Home Economics through the Context of Health should give an informed basis for action on matters concerning an individual's behaviour relating to health, recognising that living involves decision making and problem solving. This Context is therefore concerned with developing the knowledge, skills and attitudes of young people so that they may take increasing responsibility for the management of their own health and develop an awareness of the health needs of individual family members.

4 5 2 Aspects of the Health Context can be developed in the following ways.

- a By looking at the part diet plays in health, for example through a study of
- current dietary advice;
 - nutritional needs in relation to gender, size, age, culture and health;
 - factors affecting diet, such as time, money and appliances.

- b By considering the part played by other aspects of living relating to family health

eg the need for warmth, shelter, comfort and relaxation.

- c By considering the suitable use of leisure time and resources to allow for a balance between work and leisure

eg study of craft activities.

- d By having an understanding of the hygiene and safety requirements for health of family members and practice in meeting these requirements

eg hygiene and safety in relation to food and clothing;

safe practices in home and school.

4 6 Characteristics of the Materials and Resources Context

- 4 6 1 Within this Context, attention is focused on the knowledge gained through informed practice concerning food, textiles and the management of the home. The practical and creative nature of working with food and textiles develops valuable personal attributes and pupils learn to plan ahead, to take decisions, show initiative and be environmentally aware. Working with materials and artefacts heightens their level of tactile and visual awareness. An understanding of design factors linked in these experiences contributes to the development of aesthetic sensitivity.

When making choices of materials and resources, pupils face many pressures, for example, from the media, advertising and the peer group. It is necessary that they arrive at decisions through well argued and well investigated study.

- 4 6 2 Aspects of the Materials and Resources Context can be developed in the following ways.

- a By studying considerations and priorities with regard to expenditure on individual and family needs

eg matching priorities with available resources to secure maximum benefit; this could be in relation to time, equipment, food, textiles.

- b By recognising the needs of family and community and an awareness of the services available to meet such needs

eg in terms of social, economic and physical needs and the agencies such as health care services, consumer services and leisure services to meet those needs.

- c By studying the choice and safe use of materials and equipment found in the home

eg choice in relation to function, safety and design and the agencies which can offer help in this aspect;

evaluation of materials and equipment in relation to time, energy, cost.

d By developing practical and creative skills in relation to the needs of the family group.

e By developing organisational skills which include ability to plan, make judgements and establish priorities in relation to time and money available

eg combining a variety of activities which would ensure maximum efficiency.

4 7 Characteristics of the Individuals and Families Context

Within this Context and through a variety of practical experiences, young people are guided towards an understanding of the interdependence of individuals within the family group. Basic to this concept is an introduction to the developing social and emotional needs which are closely linked to the physical needs of individuals and family groups and which should be considered when choosing contexts for learning.

Aspects of the Individuals and Families Context can be developed in the following ways.

a By encouraging an awareness of the needs of the individual

eg physical needs such as food, clothing, shelter, money;

social and emotional needs such as security, affection and self esteem.

b By recognising the relationship between individuals, and between the home and the community

eg basic principles of behaviour in relation to working and living with others;

services and agencies available to meet the needs of individuals and family groups.

c By showing an awareness of priorities for different individuals and groups and their relationship to the management of available resources

eg allocation of time, money and energy.

d By developing the potential of an individual through creative and practical experiences

eg experiences of a practical and creative nature which relate to work and leisure in contemporary society.

5 Essential Knowledge

- 5 1** To meet the demands of national certification, all courses must include, and develop from, the knowledge in the statements in 5 2. This knowledge, which extends over all three Contexts, will be an integral part of the course and will be reflected and deployed beyond the element of Knowledge and Understanding in the processes of Handling Information and Practical and Organisational Skills.

The essential knowledge has been selected carefully to ensure suitability for all pupils, from varying social, economic and cultural backgrounds. Similarly, this knowledge will be equally capable of being taught in schools throughout the country where conditions and circumstances differ considerably.

The essential knowledge identified does not set out limits for the facts and experiences on the basis of which courses will be planned. It should be an integral feature throughout the course rather than confined to one part of it. Essential knowledge will be assessed only within one element, that of Knowledge and Understanding, though it will be used as a basis for assessment within the other elements.

- 5 2** The essential knowledge is the same for all Levels. Differentiation should be made through pupils' performance as measured by the Grade Related Criteria.

The essential knowledge is as follows.

- a Eating a variety of foods contributes to good health.
- b Current dietary advice should be considered in relation to good health.
- c Individuals have varying dietary needs.
- d Cleanliness is important in relation to health.
- e Safe practices are important in the use of resources and procedures.
- f Design features are an important consideration in the choice of materials and equipment.
- g Individuals and families have different physical needs.
- h Management of personal and household expenditure depends on priorities.

Elaboration of these statements is given in Appendix II.

6 Course Construction

6 1 General Considerations

6 1 1 This Section offers advice to Home Economics departments on how to construct courses for pupils in S3 and S4 leading to an award at Standard Grade. The assessment system to be used by the Board and the Grade Related Criteria are set out in Sections 7 and 8 and will influence the planning of the course in certain ways to take account of:

the performance levels required for the award of particular Grades;

the essential knowledge described in Section 5;

the aspects of Home Economics which will be assessed externally;

the nature of the course work on which internal assessment will be based.

6 1 2 While these factors will obviously influence the design of Home Economics courses in terms of scope, balance and objectives, they do not amount to a national external syllabus for Home Economics. Home Economics departments thus retain considerable freedom to plan courses appropriate to the needs of their own pupils.

6 1 3 Staff in a department should be able to reach agreement on matters of course design without stifling individual initiatives and teaching styles. The variety of approaches envisaged will work best within a well coordinated department which draws upon the strengths, expertise and interests of staff members.

6 2 Particular Considerations

6 2 1 The nature of the subject is such that courses will offer opportunities to develop aspects of personal and social growth. Many activities will involve the pupils in working together, appreciating the contributions of others, in exercising responsibility and in taking initiatives.

6 2 2 Home Economics offers a continuous development of activities and experiences of benefit to pupils of all levels of ability. Accordingly, it is not appropriate to devise different syllabuses for different levels of ability and therefore a single, broad based course common to all Grades should be devised. All pupils will therefore follow courses which have similar characteristics and differentiation will be through depth of response and an ability to perform tasks at a greater level of complexity, ie the final award will be based on the level of performance achieved.

6 2 3 Whatever type of pupil organisation is chosen by a Home Economics department, teachers will wish to differentiate in a variety of ways for the benefit of individuals and groups:

by their choice and organisation of materials;

through their use of a variety of teaching and learning approaches;

by their pace of teaching and the amount of support which they provide.

It is a matter for teachers' professional judgement which type of activities, materials and experiences are chosen, provided account is taken of pupils' recent Home Economics experience and current interests.

6 3 Developing Courses in Home Economics

6 3 1 Home Economics departments have the responsibility to plan their own course using the determinants set out in this document, to allow departments a considerable degree of flexibility and the freedom to design courses which meet the needs and interests of their pupils and take advantage of available resources and experience.

6 3 2 Courses should meet the aims outlined in Section 2 and reflect the required emphasis on the development of skills. Knowledge can be used in support of the skills; it stimulates and sustains interest and enjoyment in Home Economics, develops an understanding of the physical, social and emotional needs, and assists young people in making reasoned and informed decisions.

6 3 3 Courses should be planned to provide an appropriate sequence and balance of activities overall. Material should be developed to ensure increasing challenges to the pupils as their course progresses and to take account of the effect of their changing interests and wider experiences over that time.

The planning of the pupils' learning activities should provide a balance between certain factors, eg between group and individual activities, between the acquisition and application of concepts and skills, between competence in individual skills and the combination of a number of skills.

6 3 4 The course should be planned to allow for the development of the three elements:

Knowledge and Understanding;

Handling Information;

Practical and Organisational Skills.

All seven Course Objectives must feature in the course.

6 3 5 The Contexts for the courses should be those stated in 4 3, namely: Health, Materials and Resources, Individuals and Families.

Their balance in the course may be manipulated to meet the needs of the pupils and the resources available, but the disparity between them in the course as a whole will not be great. Each of the three Contexts must feature in all courses.

6 3 6 The core of essential knowledge described earlier must not play a disproportionate part in the course as a whole, but should act as an important link between the Contexts and the elements. Its management within the course will be a key factor. Learning experiences which include essential knowledge should not be concentrated within one part of the course, but should feature throughout.

6 3 7 Due regard should be paid to the Grade Related Criteria (Section 8) to ensure that courses are planned appropriately to match the abilities of the pupils concerned. Essentially, the differences between Levels lies in the degree of challenge offered on the basis of similar material, eg courses at Credit Level would include problems which require significant individual initiatives and insights in their solution.

6 4 Structure of the Course

6 4 1 The course should be planned as a whole. To provide short term goals, it should be broken down into topics related to the Course Objectives (see 3 3) each specified by topic objectives devised by the teacher. The topics should not be discrete but should form part of a broad based Home Economics course.

All seven Course Objectives must feature throughout the course, although only a limited number may feature in any one topic. Teachers may wish to further sub-divide topics into units for pupil motivation and more effective learning.

6 4 2 The course should reflect all three Contexts in a suitable balance, emphasising the basic principle of their interdependence.

6 4 3 In practice, course design should begin with the needs of the pupil against the background of the rationale and the general aims of Home Economics. The following considerations may be a useful aid to planning:

- a the needs and interests of the pupils;
- b the course aims in relation to the aims set out in Section 2;
- c an outline of the topics and their sequence over the two years of the course;
- d the representation of the elements and the Course Objectives in the course as a whole;
- e the balance of the Contexts;
- f the proposed internal assessment procedures.

7 Assessment for Certification

7 1 Certification

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades, weighted as shown in 7 2.

7 2 Pattern of Assessment Arrangements

Grades in Knowledge and Understanding and Handling Information will be based on external assessment.

Grades in Practical and Organisational Skills will be based on internal assessment. To ensure conformity with national standards, this internal assessment will be subject to external moderation.

Weighting will be applied as follows:

Knowledge and Understanding	:	1
Handling Information	:	1
Practical and Organisational Skills	:	2

Candidates will be assessed on the seven Course Objectives of the course.

7 3 External Assessment of Knowledge and Understanding and of Handling Information

Three external papers designated as Foundation, General and Credit will be offered as follows:

<i>Paper</i>	<i>Grades Assessed</i>	<i>Time Allocation</i>
Foundation	6, 5	1 hour
General	4, 3	1 hour
Credit	2, 1	1¼ hours

Each paper will assess performance in the elements Knowledge and Understanding and Handling Information. Candidates will be required to answer all questions within the paper(s) attempted.

Marks will be allocated to each question and a total mark obtained. The two grades associated with each Level will be distinguished by using two cut-off scores. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

7 4 Presentations for External Papers

Candidates presented for the examination may attempt the written papers at two adjacent Levels, ie, Foundation and General or General and Credit, but may not attempt both the Foundation and Credit Level papers in any element(s). Candidates are not obliged to attempt papers at two Levels but in most cases are strongly advised to do so, since, other than as the result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or grade 7 for the element(s) concerned. Candidates who attempt papers at two Levels will be awarded the better of the two grades achieved on these papers. Performance at one Level will not be taken into account in grading at the other Level.

The following table may be a helpful guide to papers which candidates are advised to attempt:

<i>Expected External Grade</i>	<i>Papers</i>	<i>Grades Assessed</i>
7, 6	Foundation	6, 5
5, 4	Foundation and General	6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for the award of a grade higher or lower than expected (except at grades 1 and 7 respectively). A candidate expected to achieve either grade 7 or grade 6 may attempt both the Foundation and General Level papers.

Irrespective of external papers attempted, the full range of grades is available for the internally assessed element (Practical and Organisational Skills).

7 5 Grade 7 and No Overall Award

For any element, grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria. Grade 7 in an element will not be available to external candidates.

The Board will regard the submission of an estimate grade for an externally assessed element as evidence that the course has been completed in that element.

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination) will be deemed not to have completed the course, in that element. Such candidates **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, grade(s) for the other element(s) will be recorded on the Certificate.

7 6 Estimates for Knowledge and Understanding and for Handling Information

Presenting centres must submit to the Board, by the end of March of the year of the examination, estimate grades for each candidate for Knowledge and Understanding and for Handling Information. The teacher should determine the estimate grades on the basis of each candidate's work.

Estimates may be required by the Board for its internal procedures, including such cases as absence from external examinations, adverse circumstances and appeal. Evidence in support of these estimates should be retained by centres for submission to the Board if required. The evidence should consist of representative examples of each candidate's work, eg written tests, completed worksheets. Each item of evidence should be graded and an indication should be given of the Course Objective being assessed. The grades should be supported by teacher's checklists or marking schemes.

In establishing a final estimate grade for these two elements the teacher must consider the grades achieved for each Course Objective and should select the grade which most fairly describes the candidate's performance.

Candidates should be given the opportunity to demonstrate performance in each of the two elements on a number of occasions throughout the course and assessment of this performance should be an integral part of the learning and teaching process. Departments should keep a concise cumulative record of each candidate's progress. Greater consideration should be given to assessments made later in the course but due attention should be given to earlier assessments of Knowledge and Understanding as this element involves the acquisition of knowledge throughout all the topics.

7 7 Internal Assessment of Practical and Organisational Skills

At all Levels, centres will be required to submit by 31 March a grade for Practical and Organisational Skills based on the appropriate Grade Related Criteria.

For CO5 and CO6, assessment is based on the candidate's ability to demonstrate acquisition of practical skills while carrying out practical exercises. A practical exercise involves a range and combination of skills carried out within a limited time allocation.

For CO7, assessment is based on the candidate's ability to carry out practical assignments. Practical assignments, which should involve around 6 hours' work for candidates, should reflect real-life situations; they should provide opportunities to identify requirements and demonstrate the ability to plan and implement a range of activities and to evaluate the effectiveness of the assignment with reference to the identified requirements.

Guidance on the assessment of Practical and Organisational Skills is provided in the accompanying document entitled "Guidance for Teachers on the Assessment of Practical and Organisational Skills" issued by the Board in June 1994.]

7 8 External Moderation of Assessment of Practical and Organisational Skills

Internal assessment of Practical and Organisational Skills may be moderated by the Board. The purpose of this moderation is to check the teacher's application of the Grade Related Criteria and if necessary to inform the teacher what adjustments are required to bring the awards into line with national standards.

Details of the moderation procedures will be provided to centres involved each year.

8 Grade Related Criteria

8 1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

8 2 Application of GRC

GRC are defined at three levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

8 3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

8 4 Knowledge and Understanding - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated ability to recall and use simple facts, terminology, concepts and principles.

General Level (grades 4, 3)

The candidate has demonstrated ability to recall and use facts, terminology, concepts and principles.

Credit Level (grades 2, 1)

The candidate has demonstrated ability to recall and use complex facts, terminology, concepts and principles.

8 5 Handling Information - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated ability to select information relevant to given specifications and draw conclusions supported by simple explanations.

General Level (grades 4, 3)

The candidate has demonstrated ability to select information relevant to given specifications and draw conclusions supported by explanations.

Credit Level (grades 2, 1)

The candidate has demonstrated ability to select information relevant to given complex specifications and draw conclusions supported by detailed explanations.

8 6 Practical and Organisational Skills - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated limited competence in combining practical skills within the available time for practical exercises and in carrying out practical assignments.

General Level (grades 4, 3)

The candidate has demonstrated satisfactory competence in combining practical skills within the available time for practical exercises and in carrying out practical assignments.

Credit Level (grades 2, 1)

The candidate has demonstrated a high level of competence in combining practical skills within the available time for practical exercises and in carrying out practical assignments.

8 7 Descriptions of Grades

These describe performance within Levels. They apply to each element.

- | | |
|---------|--|
| Grade 6 | The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance. |
| Grade 5 | The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance. |
| Grade 4 | The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance. |
| Grade 3 | The candidate has met the criteria for General Level, demonstrating a high overall standard of performance. |
| Grade 2 | The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance. |
| Grade 1 | The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance. |

8 8 Knowledge and Understanding - Extended GRC

Foundation Level (grades 6,5)	General Level (grades 4,3)	Credit Level (grades 2,1)
1 <i>To acquire a knowledge of facts, terminology, concepts and principles in relation to Health, Materials and Resources, and Individuals and Families.</i>		
The candidate can recall simple facts, terminology, concepts and principles.	In addition, the candidate can recall, with simple explanation, facts, terminology, concepts and principles.	In addition, the candidate can recall, with detailed explanation, complex facts, terminology, concepts and principles.
2 <i>To use facts, terminology, concepts and principles in relation to Health, Materials and Resources, and Individuals and Families.</i>		
The candidate can use, with limited explanation, simple facts, terminology, concepts and principles.	In addition, the candidate can use, with simple explanation, facts, terminology, concepts and principles.	In addition, the candidate can use, with detailed explanation, complex facts, terminology, concepts and principles.

8 9 Handling Information - Extended GRC

Foundation Level (grades 6,5)	General Level (grades 4,3)	Credit Level (grades 2,1)
3 <i>To select, from reference sources, information relevant to a given specification.</i>		
The candidate can select information relevant to a given simple specification.	In addition, the candidate can select information relevant to a given specification.	In addition, the candidate can select information relevant to a given complex specification.
4 <i>To draw a conclusion from information.</i>		
With direction to a specified factor, the candidate can draw a conclusion supported by simple explanation.	In addition, the candidate can, with direction to a range of specified factors, draw a conclusion supported by explanation.	In addition, the candidate can, from a consideration of a range of factors, draw a conclusion supported by explanation.

Descriptions of grades are given in 8 7.

8 10 Practical and Organisational Skills - Extended GRC

Foundation Level
(grades 6,5)

General Level
(grades 4,3)

Credit Level
(grades 2,1)

5 *To acquire practical skills, taking account of relevant health and safety factors.*

The candidate can demonstrate acquisition of practical skills, showing a limited degree of coordination.

In addition, the candidate can demonstrate acquisition of practical skills showing a satisfactory degree of coordination.

In addition, the candidate can demonstrate acquisition of practical skills showing a high degree of coordination.

6 *To carry out a practical exercise, taking account of relevant health and safety factors.*

The candidate can carry out a practical exercise making limited use of available time to combine skills in an acceptable way.

In addition, the candidate can carry out a practical exercise making satisfactory use of available time to combine skills in an effective way.

In addition, the candidate can carry out a practical exercise making efficient use of available time to combine skills in a highly effective way.

7 *To carry out a practical assignment.*

When carrying out a practical assignment, the candidate shows limited competence by

- identifying some of the more obvious requirements
- choosing and giving a simple explanation of the choice of an appropriate practical activity or activities
- making a limited evaluation of the effectiveness of the assignment with little or no reference to the identified requirements.

When carrying out a practical assignment, the candidate shows satisfactory competence by

- identifying and explaining some of the requirements
- choosing and giving an explanation of the choice of an appropriate practical activity or activities
- making an evaluation of the effectiveness of the assignment with specific reference to the identified requirements.

When carrying out a practical assignment, the candidate shows a high level of competence by

- identifying and explaining the requirements
- choosing and giving a detailed explanation of the choice of an appropriate practical activity or activities
- making an evaluation of the effectiveness of the assignment with detailed reference to the identified requirements.

Description of grades are given in 8 7.

The Consequences for Teaching

- 1** The preceding sections of this document outline in detail the aims of Standard Grade Home Economics and its main learning activities. These have implications for the role of teachers and for the development of appropriate learning and teaching strategies.

The design of the course will also have implications for the teaching approaches that are adopted, for the assessment, recording and reporting of pupil progress, and for the management of teaching areas.

Pupil learning and teaching strategies are important in course planning. The course must be carefully planned to ensure integration which incorporates knowledge and methodology appropriate to the different needs of the learner.

The breadth of the course, the range of pupil activity which could be offered, and the different grades of award make it desirable that teachers make full use of a variety of teaching and learning approaches, eg group, team, cooperative teaching.

Resources will play an important part in the learning and teaching approaches adopted. The use of different types of classroom organisation will be desirable, for example, as an alternative to whole class teaching, a "stations" type organisation would be useful on occasion for both learning/teaching and assessment purposes.

2 The Teacher's Role

- 2 1** Organisational skills required by Home Economics teachers, which include those concerned with pupil safety and the provision of technical materials, will continue to be an essential part of management within departments.

Teachers should apply their professional knowledge of the role of language and learning, and present and structure the learning accordingly. A positive and encouraging attitude to pupils should be adopted while displaying an interest in each one as an individual.

- 2 2** The teaching strategy suggested demands that Home Economics teachers develop their management roles. These Arrangements advocate that Home Economics courses should place more emphasis on the pupil learning process than on the resulting product which is nevertheless important. The implication is that the teacher increasingly becomes a facilitator in the pupil's learning and less a director or manager of that learning.

- 2 3** Home Economics is essentially concerned with equipping pupils with those skills that prepare them for life - for example it will be more important for pupils to know where to find and how to use information than to retain a mass of factual knowledge. They will also be required to find solutions to a wide range of problems.

Thus the learning experiences should be planned to encourage pupils to:

ask and respond to questions;

find, select, and use information;

solve problems and discriminate before making judgements and drawing conclusions;

select different skills and items of knowledge and bring them together in order to organise themselves and manage their resources;

develop and reinforce theoretical concepts by application in a practical context;

develop competence in a range of practical skills including the use of technological equipment.

- 2 4** Courses should provide for different levels of pupil ability, therefore the teacher has to be prepared to respond to pupils who, set the same goals, will acquire skills at different levels of competence and at different rates of learning. The pupils will differ in the extent to which they are able to deepen their understanding and apply these skills. The teacher should therefore provide for these different levels of attainment by the selection of material and by judgement about the nature and extent of support for pupils. The teacher will constantly be faced with the task of adjusting the work organised for the class, to meet the needs of individual pupils.

3 Teaching Approaches

The teaching approaches adopted are very important for the achievement of effective learning. They are crucial where the learning approach is one of process, ie the experience through which pupils attain knowledge and skills. However, product as well as process must be advanced within the courses and it is valuable to consider how different approaches are accommodated within the proposed course strategy.

3 1 The "Teacher-centred" Approach

In the teacher-centred approach there is more emphasis on product, typified by the following planning strategy.

What are we to teach?

Why are we to teach it?

How are we to teach it?

What resources are available with which to teach it?

How do we know if we have achieved our objectives?

This approach is characterised by the teacher planning what the pupils need to learn and involves very little or no negotiation with the pupil. Safety, handling of equipment and practical procedures all require a degree of direct teaching.

In the teacher-centred approach, class teaching has been the most common form of organisation. Under the direct control of the teacher, pupils in a class usually work on similar material and exercises. In the past this method has been mainly used in an attempt to cover the large amount of material in the examination syllabus and to meet the aims of other Home Economics courses concerned largely with product related objectives. Home Economics teachers have become expert in achieving satisfactory results in lessons using this teaching approach, and there is still a place for this type of teaching in some aspects of the subject, eg:

- a Health and safety factors and use of equipment, where it is necessary to have concise, correct instruction.
- b The introduction of a new process involving use of resource materials, where a certain amount of direct teaching may be advantageous for pupils to make the most of a new learning experience.
- c Communicating the results of group work. This is a useful way of sharing experiences and illustrating general principles.
- d Use of outside speakers/experts.

Class teaching does not, however, meet the objectives of a process approach or the differing needs or rates of pupil learning.

3 2 The "Pupil-centred" Approach

With the pupil-centred approach there is more emphasis on the process of learning, resulting in an altered planning strategy, as follows.

What do pupils require to learn?

Why do pupils require to learn this?

How are they going to learn?

What are the resources which will be necessary for the learning process to take place?

How will the teacher know that pupil learning has taken place?

In this approach pupils are much more in control of their own learning. Negotiation is a feature involving the young person in a commitment to certain objectives and plans of action. Opportunities should arise for pupils to discuss their progress and attainment with the class teacher. Pupil-centred learning implies considerable changes in course design and methodology and in the deployment of resources and accommodation.

3 3 In a pupil-centred approach, pupils are given more responsibility for their own learning and

this may be organised on either an individual or group basis. Both forms of organisation allow for differentiation according to varying needs, abilities and pace of learning. They also allow for a variety of learning strategies which serve to maintain interest and to motivate pupils. These strategies are as follows.

a Investigations

Investigations can be used to develop the skills that are necessary to acquire information and to solve problems. Pupils learn by observing and comparing, and through proof and evidence of their results can arrive at reasoned conclusions. For example, a comparison could be made of a selection of food preparation appliances using the following headings: design, safety, function.

b Individual or Group Tasks

Pupils work individually or in small groups on a set task planned by the teacher. This may build on knowledge/experience already gained, or be based on new work. For example, an individual or group could be asked to discover the different care facilities for toddlers within a community and make recommendations about a hypothetical case. Sharing of ideas, listening to the point of view of others and arguing coherently for their own point of view are fundamental to success. Following such a strategy, each group may arrive at different answers based on the use of reference material and discussion.

c Projects

Pupils work on activities which are based on their own interests, and where the objectives are negotiated by pupils and teachers together. In a project, one experience may lead to another thus widening the interest and knowledge of pupils.

d Discussion

Process based learning requires time for discussion in groups, with and without the teacher. Pupils need support in the development of group discussion skills and teachers have to plan carefully the structure in which discussion is to take place and the nature of the task. Simply asking pupils to "discuss" is seldom a very productive activity.

i Structured discussion

The teacher provides the initiative, using, for example, prompt cards which suggest an idea or pose a question based on a unit of work. A group leader or recorder is appointed by the teacher or pupils.

ii Unstructured discussion

Discussion evolves from a structured situation but is allowed to take its own course because it is judged valuable and productive. The judgement about this depends on the experience and expertise of the teacher and the pupils.

e Role Playing and simulation

Role play can provide the stimulus and sharpen experience for valuable discussion. It can help pupils to begin to understand the viewpoint, the feelings and the reactions of other people and so raise awareness of their own behaviour, and their own reactions in different situations. It requires careful planning on the part of the teacher, as well as a sensitivity to the differing backgrounds of pupils and an awareness of situations which might embarrass or upset them.

f Case study

In this approach pupils are given a situation, usually involving a problem, and have to think it through before deciding on the action to take. Case studies can help pupils to think in a more focused and analytical way, to put themselves into the position of others and to understand their thinking and reasoning. Through this procedure they are often more able to understand their own problems.

Elaboration of Essential Knowledge

1 General Comments

For purposes of certification, external assessment of Knowledge and Understanding in Standard Grade Home Economics is based on the essential knowledge statements set out in paragraph 5 2 of the Arrangements.

Elaboration of the essential knowledge statements is given in this Appendix through a list of related essential knowledge for each statement. The main aspects of each essential knowledge statement are itemised without prescribing the context in which the knowledge is imparted. In other words, there will still be room for individual approaches to course design, using the determinants set out in paragraph 6 3.

While it is recognised that no knowledge area is reserved for any particular Level, it is nevertheless important that the approach to individual content areas is geared to the ability of the candidates in such a way as to encourage success at the relevant Level. Thus a teacher may be teaching, for example, "the main nutrients, their function and sources" to candidates across the full range of ability in the subject, **but the depth of the knowledge content covered and perhaps the teaching approach** would differ across the three Levels.

The essential knowledge should be **integrated throughout the course** rather than be confined to one part of it (paragraph 5 1), and should be **acquired through process-based learning** wherever possible. In other words, knowledge of "facts, terminology, concepts and principles" should be acquired, as far as possible, through, for example, investigative work or practical activities (paragraphs 3 1 and 3 2 1).

Teachers are encouraged, in the selection of learning contexts, to make as much use as possible of **current, real-life situations and issues appropriate to the essential knowledge statements**, for example, dietary advice and consumer issues.

Although the essential knowledge will be assessed only within one element, Knowledge and Understanding, it will be used as a basis for assessment within the other elements and may well be acquired whilst undertaking learning experiences relating to the other two elements. For example, the related essential knowledge provided in this appendix for statements d and e may be acquired whilst undertaking practical exercises within Practical and Organisational Skills.

In external examinations, questions referring to current dietary advice, statutory labelling requirements and food safety regulations will be based on information current at the time of setting. Reference sources for teachers for these areas of related essential knowledge are provided in Appendix III which will be updated as and when appropriate.

The essential knowledge is the same for all Levels. Differentiation should be made through pupils' performance as measured by the Grade Related Criteria for Knowledge and Understanding, as set out below. However, for statement "a" specific terminology is allocated to each Level to define the knowledge which will be assessed within the related question paper.

Foundation Level
(grades 6, 5)

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

CO1 *To acquire a knowledge of facts, terminology, concepts and principles in relation to Health, Materials and Resources, and Individuals and Families.*

The candidate can recall simple facts, terminology, concepts and principles

In addition, the candidate can recall, with simple explanation, facts, terminology, concepts and principles.

In addition, the candidate can recall, with detailed explanation, complex facts, terminology, concepts and principles.

CO2 *To use facts, terminology, concepts and principles in relation to Health, Materials and Resources, and Individuals and Families.*

The candidate can use, with limited explanation, simple facts, terminology, concepts and principles.

In addition, the candidate can use, with simple explanation, facts, terminology, concepts and principles.

In addition, the candidate can use, with detailed explanation, complex facts, terminology, concepts and principles.

Statement a: Eating a variety of foods contributes to good health

*** The concept of a varied diet and its relationship to health**

- . constituents of a varied diet
- . constituents of good health
- . meeting dietary requirements of different groups of individuals - see statement c
- . maintaining adequate weight control - see statement b
- . following current dietary advice - see statement b

*** Main nutrients, their function and food sources**

Knowledge of the following areas should be differentiated for Foundation, General and Credit Levels as indicated:

All candidates

- . Protein

- . Carbohydrate
 - starch
 - sugar

Credit

monosaccharides
disaccharides
polysaccharides
including NSP

- . Fat
 - animal/vegetable
 - saturated/unsaturated

essential fatty acids

- . Vitamins

Foundation

fat soluble (A and D)
water soluble (B, C and folic acid)

General

A and D
B, C and folic acid

A, D, E and K
B₁, B₂, folic acid and C
the role of antioxidants

- . Minerals

iron
calcium
fluoride
sodium

phosphorous

* **The relationship to health of adequate intake of water and dietary fibre**

- . function of water and needs of the body for water
- . function of dietary fibre
- . relationship between diet and health in respect of water and dietary fibre - see statement b

* **The relationship to health of adequate nutrient intake as regards**

- . energy
- . protein
- . multi-nutrient value of foods

* **The interrelationships of groups of nutrients related to function**

Credit

- . calcium, phosphorous and Vitamin D
- . iron and Vitamin C

Statement b: Current dietary advice should be considered in relation to good health

* **Current dietary advice from reliable sources** (see Appendix III, section a)

- ways to meet current dietary targets

ways to reduce intake of

fat
sugar
salt
alcohol

ways to increase intake of

fruit and vegetables
bread
breakfast cereals
Total Complex Carbohydrates (fruit and vegetables, bread, breakfast cereals, rice, pasta, potatoes)
fish (especially oily fish)

* **The relationship between diet and health** in respect of

- anaemia
- bowel disorders
- coronary heart disease
- hypertension and strokes
- tooth decay
- weight control/obesity

* **Choice of foods and cooking methods to meet current dietary advice**

* **The role of food and nutrition information on labels when implementing current dietary advice**

Statement c: Individuals have varying dietary needs

* **Dietary requirements of different groups of individuals**

- . infants
- . children
- . adolescents
- . adults
- . elderly

* **Dietary requirements of groups with special needs/beliefs**

- . pregnant women
- . vegetarians
 - lacto-vegetarians
 - vegans

* **Factors affecting dietary requirements and food choice of these groups of individuals**

- . age
- . gender
- . body size
- . health
- . available income
- . lifestyle/activities/occupation

Statement d: Cleanliness is important in relation to health

* **General personal hygiene standards in relation to health and well-being**

* **Clothes care** - see statement e

- statutory textile care labelling information for washing, bleaching, drying, ironing and dry cleaning

* **Hygiene in relation to food handling** as regards maintaining health

- safe personal hygiene practices when handling and cooking food
- hygiene considerations and practices for food preparation areas

* **Safe and healthy practices for food storage and preservation**

- transportation of food from shop to home
- food storage in the home

low and high risk foods

information currently found on food labels relating to food storage

prevention of contamination and cross-contamination

use of refrigerators and freezers

- causes, effects and control of food spoilage

main food spoilage organisms

bacteria

yeasts

moulds

conditions for bacterial growth

temperature

food

moisture

time

oxygen

ph level

an awareness of methods of controlling bacterial growth in food

freezing

chilling

jam making

pickling/chutney making

vacuum packaging

- causes, related symptoms and prevention of food poisoning

Statement e: Safe practices are important in the use of resources and procedures

* Current safe practices in relation to

- . food - see statement d
- . food preparation procedures
 - use of sharp utensils
 - use of gas and electric cookers - hobs, grills and ovens
 - use of electrical equipment
 - use of microwave cookers
 - when using hot liquids, fats and oils
- . care of clothing
 - use of washing machines, tumble driers
 - use of ironing equipment
- . use of sewing equipment
 - needles, pins, scissors, sewing machines
- . home safety
 - main causes of accidents in the home relating to
 -) cuts
 -) burns
 -) scalds
 -) falls
 - preventive measures in the home relating to
 -) electric shock
 -) poisoning

Statement f: Design features are an important consideration in the choice of materials and equipment

* **Influences, including design features, on choice of materials and equipment**

- . Materials
 - food
 - clothing (including footwear)
- . Equipment
 - food preparation
 - basic sewing
 - white goods

* **Design, in relation to fitness for purpose, of**

- . materials
- . construction
- . performance
- . safety
 - safety/hygiene of materials and construction
 - safety in use
 - ease in use/assembly/storage
 - stability
 - ability to be cleaned/easy care/cost of cleaning
- . durability
- . aesthetic/personal
 - appearance
 - colour
 - fashionable
 - personal likes and dislikes
 - family/peer group opinions and pressures
 - personal/family beliefs and values

* **conservation of resources** in relation to consumer lifestyles

- . conservation of energy/running costs
- . recycled/recyclable

Statement g: Individuals and families have different physical needs

The basic physical needs of individuals and families (food, clothing and shelter), as regards

infants
children
adolescents
adults
elderly
pregnant women
individuals with physical disabilities

These needs may be met in a variety of ways depending on beliefs, principles and priorities of each individual and/or family, with available income playing a major part.

* **Income and its management - see statement h**

* **Food in relation to the needs of the above identified individuals and of families - see statements a, b, c**

* **Clothing**

- main purposes of clothing and points to be considered when choosing clothing and footwear for each of the identified individuals and families

- properties of textiles/fabrics/fibres for clothing and materials for footwear in relation to

protection - to keep - warm
cool
dry

to suit a range of climatic conditions
indoor/outdoor conditions
activity level of age/lifestyle

comfort/fit

softness/absorbency
weight/use of "layers"
elasticity/ease in movement/support
size
fastenings/position/ease in use/safety
crease resistant
grip, support of footwear

suitability for purpose/occasion

work
leisure/sport/outdoor activities
special occasions
attractive/fashionable/appropriate for figure
strength/wearability/in relation to cost/expectation/use

Statement g (continued)

safety

construction/shape/size
flammability/flame resistance

care - see statement d

* **Shelter**

- main purposes and importance of shelter to an individual or family to meet basic needs

* **Reliable sources of consumer advice to meet basic needs**

- sources of consumer advice and the quality of the advice offered by each (see Appendix III, section b)
- consumers' rights and responsibilities and methods of obtaining redress (see Appendix III, section c)
- current statutory labelling requirements relating to food, nutrition, clothing and white goods, (see Appendix III, section d)
- commonly used voluntary labelling relating to food, nutrition, clothing and white goods, (see Appendix III, section e)

* **General well-being - responsibilities and relationships**

In addition to physical needs

- emotional and social needs of individuals and families for general health and well-being
- responsibility of individuals and family members to each other, immediate and extended family members, neighbours and the community

Statement h: Management of personal and household expenditure depends on priorities

* **Principles of budgeting/money management for a variety of personal/family/household circumstances and to meet changing needs**

- identification of priorities for a specific set of circumstances (eg essential and non-essential major areas of expenditure)
- meeting identified priorities in relation to needs of a person, family or household, with due consideration of an individual's or family's beliefs, values and preferences
- balancing income and expenditure
- preventing debt

* **Main sources of income**

- wages/salaries/benefits/pensions

* **Major areas of personal, family and household expenditure**

- food
- clothing
- provision of shelter
- maintenance of shelter - general maintenance costs, household cleaning, repairs
- fuel
- taxes
- transport
- debt/credit agreements
- personal purchases
- savings
- entertainment/sport/leisure
- travel/holiday

* **Purchasing of goods**

- main methods of purchasing goods

main methods of funds transfer

cash
electronic funds transfer at point of sale
personal cheque and cheque card
credit card
charge card

deferred payment systems

credit sale
hire purchase
credit card
store budget account
store charge account

- advantages and disadvantages of purchasing goods by cash and by credit
- "shopping around" and "value for money"

* **Debt Management**

- . procedure to follow if debt occurs
- . main sources of advice

Citizens Advice Bureau
Consumer Advice Centre
Credit Union
Company/bank/building society concerned

Standard Grade Home Economics

Sources of Information for Teachers

The sources of information included in this appendix provide teachers with up-to-date and accurate information related to current dietary advice, statutory labelling requirements and food safety regulations. The sources of information listed should not be seen as an indication of the depth of knowledge required by candidates.

a Current dietary advice

Dietary Reference Values - A Guide, HMSO, 1991

The Scottish Diet, The Scottish Office Home and Health Department, 1993, and the amended Dietary Targets for the year 2005, issued November 1994

Eating for Health - A Diet Action Plan for Scotland, The Scottish Office Department of Health, July 1996

Your Food: Whose Choice, National Consumer Council, 1992

The Manual of Nutrition (10th Edition) MAFF, HMSO, 1995

Committee on Medical Aspects of Food Policy (COMA) Reports on Health and Social Subjects:
43, Nutrition of Elderly People, HMSO, 1992
45, Weaning and Weaning Diet, HMSO, 1994
46, Nutritional Aspects of Cardiovascular Disease, HMSO, 1994

b Sources of consumer advice

Citizens' Advice Bureau

Consumer Advice Centre

Consumers' Association

Local Authority Departments responsible for the functions previously carried out by:

Consumer Protection (Trading Standards) Department
Environmental Health Department

National and Scottish Consumer Councils

c Rights and responsibilities of the consumer

Sale of Goods Act 1979

Sale and Supply of Goods Act 1994¹

Trade Descriptions Act 1968

Consumer Protection Act 1987

Food Safety Act 1990

Food Safety (General Food Hygiene) Regulations 1995

Food Safety (Temperature Control) Regulations 1995

Food Hygiene (General) Regulations 1995

¹ (The Sale and Supply of Goods Act 1994 supersedes the Sale of Goods Act 1979, although both remain on the statute book.)

d Sources of statutory labelling requirements

Food Labelling Regulations 1996

Weights and Measures Act, 1985

Weights and Measures (Packaged Goods Quantity Marking and Abbreviations of Units) (Amendment) Regulations 1994

Weights and Measures (Metrication) (Miscellaneous Goods) (Amendment) Order 1994

The Energy Information (Refrigerators and Freezers) Regulations 1994

Electrical Equipment (Safety) Regulations 1994 (as amended)

Plugs and Sockets (Safety) Regulations 1994

Nightwear (Safety) Regulations 1985, Amendments 1987

Textile Products Indication of Fibre Contents Regulations 1986, 1988, 1994

Toys (Safety) Regulations 1995

Furniture and Furnishings (Fire) (Safety) Regulations 1988 (as amended)

Chemicals (Hazard Information and Packaging) Regulations 1993 (as amended)

relating, in particular, to

- e* mark on foods
- upholstered furniture (red, green) labels
- microwave labelling scheme (1992)
- warning labels on hazardous substances
- European "CE" standard label

e Commonly used voluntary labelling, in particular

- BSI kitemark
- electrical equipment safety label (BEAB approved mark)
- British "lion" safety mark for toys