

CCEA Entry Level Certificate in Home Economics
(March Series) 2016 - Revised

Chief Examiner's and Principal Moderator's Report

home
economics

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Certificate (ELC) in Home Economics (Revised) for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk

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HOME ECONOMICS

Principal Moderator's Report

Overall there is a very good understanding and application of the process among centres. The level awarded was in line with the assessment criteria in the majority of cases. There were adjustments to some centre marks. In those centres where marking was lenient, candidates were being awarded a level without sufficient evidence.

The assessment criteria require the application of statemented marking to arrive at a level for each unit. It is important that teachers apply these criteria rigidly to the work of their candidates when arriving at a level for each Unit.

Aside from the mandatory units (Unit 1: Basic Food Preparation; Unit 11: Learning through Play and Unit 15: Managing My Money) the most popular units were:

- Unit 2: Safety and Hygiene in the Kitchen;
- Unit 3: Using Cooking Equipment;
- Unit 5: Healthy Eating; Unit 6: Following a Recipe;
- Unit 7: Making a Simple Meal;
- Unit 8: Planning and Preparing Food for a Special Occasion or Event; and
- Unit 10: Foods Around the World.

It is important that teachers refer to the assessment criteria being awarded throughout the piece of work. Given the nature of the specification, the level awarded should reflect the level of support provided.

The following points were noted by the Moderation Team:

Unit 1: Basic Food Preparation

Evidence for this unit included photographs, written worksheets and teacher observation records. Recipes included stir-fry, flapjacks, cheesecake, banoffee pie, cookies and pancakes. The level of skill involved varied throughout centres and this was reflected in the level awarded.

Unit 2: Safety and Hygiene in the Kitchen

The evidence for this unit was in the form of worksheets or case study scenarios whereby candidates answered questions to achieve the assessment criteria. Learning outcome 1 may be achieved by identifying dangers from a picture. For candidates who achieved Level 1, observation records were completed or a record of group discussion was included within the unit.

Unit 3: Using cooking equipment

Students completed very clear, well presented worksheets. When selecting cooking equipment for chosen tasks it is necessary to list all required equipment and not only the main item needed.

Teacher observation of students using different types of cooking equipment would have been further strengthened with photographic evidence.

Teachers should ensure that the health and safety guidelines are relevant to the chosen equipment.

Annotation according to assessment criteria should be made throughout the student's work in order to ensure that the student is achieving the correct level.

Unit 5: Healthy Eating

A range of evidence was used for this unit including worksheets, group activities and photographic evidence. Records should be completed if candidates have participated in a group activity there should be for example an observation sheet or teacher record.

Unit 6: Following a Recipe

To achieve the first learning outcome (knowing the parts of a recipe), candidates need to identify the ingredients, equipment and method sections. Photographs, teacher observation records or a logbook could be completed as evidence of achieving learning outcomes 1 and 2.

Unit 7: Making a simple meal

This was a well documented unit of work with teacher annotation of the students' work supported by photographs of the practical work being carried out. It would be helpful if the annotation was done in conjunction with the photographs to ensure that all areas of assessment criteria are being carried out at the given level.

Worksheets showing different pieces of equipment and ingredients needed for practical tasks would also be a way students can show knowledge. These can be pictorial with tick boxes, making it easier for student participation. Also, '2 wishes and a star' worksheet with tick boxes for evaluation which could be completed as a group activity.

Unit 8: Planning and preparing food for a special occasion or event

There was evidence of work carried out by students which showed student participation in all of the group activities. A highlighted mind map showing the students' contribution was evident at the planning stage.

The use of photographs would have strengthened the evidence of student participation showing practical skills and the different tasks carried out.

Having a worksheet showing safety and hygiene guidelines in the kitchen (with pictures), along with tick boxes to fill in upon completion, would mean that the student takes responsibility for their own preparation for the practical tasks.

Unit 10: Foods Around the World

The evidence some centres used for this unit was focussed on candidates completing worksheets. To achieve the first learning outcome (know where different foods come from) evidence was in the form of worksheets whereby candidates labelled images of foods from different countries and identified where these countries can be found on a map. Some centres supplied evidence of candidates completing an online activity to achieve assessment criteria 1.3 (explain how foods get to our shops). Other evidence for this could include identifying the method of transportation for the chosen foods.

To achieve learning outcome 3, candidates should identify foods associated with Northern Ireland. They need to show they understand the term 'culture' and how culture influences our eating habits.

Unit 11: Learning through play

Participation by students in the group activity was clearly annotated by the teacher along with a mind map.

The different types of play were annotated, along with photographs to show student participation.

Final evidence of the completed play item was included in the folders. This would have been strengthened with photographic evidence of student participation in the making of the item.

A worksheet showing a 'wish and a star' with tick boxes would allow the student to self-evaluate their own practical work.

Unit 15: Managing my money

Worksheets to show students' understanding of why it is important to manage money have been completed. These can be with tick boxes or space for student writing which allows for differentiation.

Understanding of the word 'budget' was shown at appropriate levels of understanding. For the higher level students provided a written definition and for the lower level students participated in an activity which involved organising a birthday party with a limited amount of money. Both ways fulfilled the success criteria.

Demonstrating understanding of the terms income and expenditure was shown by students either circling correct answers or listing these in a worksheet. Both fulfilled the success criteria.

Further worksheets were completed by students, showing understanding of needs and wants. These were well prepared by the teacher, showing an appropriate level of success criteria.

The ways to save money while shopping or in the home can be listed in a worksheet for a higher level student. However, for the lower level students worksheets with tick boxes or pictures to circle the correct answer would be appropriate.

All work should be presented in a flat folder.

General Points to Note

Candidates' work should be submitted in the order of the assessment criteria detailed in the specification. Each unit should be submitted in a secure flat folder.

Teacher annotation is essential to indicate how the teacher has arrived at the level awarded. For example 1.1 if assessment criteria 1.1. has been achieved. It is also useful to include a unit summary sheet and identify whether or not the assessment criteria has been achieved.

If a candidate is unable to complete written work it is acceptable for teachers to scribe for them or provide evidence of the candidate's contribution to group work.

Contact details

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