

CCEA Entry Level Certificate in Home Economics
(March Series) 2017

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 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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ELC HOME ECONOMICS

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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's marks. In those centres where marking was lenient, candidates were awarded a level without sufficient evidence.

The assessment criteria requires the application of stated 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 this year were:

- Unit 2: Safety and Hygiene in the Kitchen;
- Unit 3: Using Cooking Equipment;
- Unit 4: Food Safety and Storage,
- 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;
- Unit 9: Fast Foods;
- Unit 10: Foods Around the World; and
- Unit 13: Keeping a Young Child Safe.

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

The level awarded for this unit depends on how many tasks are chosen to demonstrate the assessment criteria. In some centres, candidates completed a labelling activity in which they had to label pictures of different pieces of equipment.

When selecting cooking equipment for chosen tasks it is necessary to list all required equipment and not only the main item needed. Teacher observations 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.

Unit 4: Food Safety and Storage

There was only a small number of centres entered candidates for this unit. Evidence for this unit included candidates matching images of food to the suitable storage area. To achieve Level 3, candidates are required to explain why foods should be stored in the different areas and explain the difference between a sell-by date and a use-by date.

Unit 5: Healthy Eating

A range of evidence was used for this unit including worksheets, group activities and photographic evidence. If candidates have participated in a group activity there should be records of this 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

Some of the evidence for this unit was limited. Photographic evidence of the students preparing a simple two-course meal safely and hygienically could have been included throughout the preparation of a simple meal, showing the students' adherence to safety and hygiene rules. Some centres provided well-structured worksheets to assist in this process which were very helpful. For entry Level 2 a 'wish and a star' would have met 2.3 assessment criteria. To achieve a Level 3 outcome an evaluation of the process should be completed, showing the planning, the practical work, the final outcome, as well as making suggestions for improvement.

Unit 8: Planning and Preparing Food for a Special Occasion or Event

Within this unit, candidates have the opportunity to plan and prepare a meal for a special occasion. The range of skills developed throughout this unit, in relation to organisation and working with others was evident throughout the samples. The photographic evidence provided reflected how much candidates engaged in this unit and enjoyed it.

Unit 9: Fast Foods

A limited number of centres entered candidates for this unit. However, the following points were noted. To achieve Level 3 candidates are expected to analyse the nutritional content of fast food. This information is available from the websites of a range of fast food outlets. When suggesting healthier alternatives to popular fast food products, candidates are required to justify reasons why they are healthier for example lower in fat, salt or sugar or higher in fibre.

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 their understanding of 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 13: Keeping a Young Child Safe

Very clear worksheets were submitted which reflected the students' level of understanding why it is important to keep a young child safe, whether it was Level 1 or Level 2. Differentiation was clear throughout. Worksheets allowed the student to tick a box or circle the potential danger inside or outside the home. Photographic evidence shows group activity. For those students who found writing difficult a scribe completed the worksheet describing ways to avoid potential dangers outside the home. This fulfilled the assessment criteria.

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. For the higher level, students provided a written definition and at 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. 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.

Unit 17: Shopping options

This unit gives candidates the opportunity to consider the range of shopping options within their own town or city. Candidates are also given the opportunity to consider examples of online shopping sites. To achieve Level 3, candidates are required to evaluate different shopping options, they should record advantages and disadvantages. Evidence for this unit included worksheets that summarised a range of the learning outcomes for example a table listing shopping options, their location and the advantages and disadvantages associated with them.

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 separately in a secure folder.

Teacher annotation is essential to indicate how a 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 assessment criteria has been achieved.

If a candidate is unable to write it is acceptable for teachers to scribe for them or provide evidence of candidate contribution to group work. Although a witness statement is acceptable, supporting evidence aids the moderation process.

Contact details

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