

CCEA Entry Level in Home Economics
(March Series) 2018

Principal Moderator's Report

home
economics

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level 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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ENTRY LEVEL 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 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 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 Food; Unit 10: Foods Around the World; Unit 11: Learning Through Play 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. The centres who chose this unit were able to clearly demonstrate the candidates' ability to fulfil the assessment criteria through the inclusion of photographic evidence. This showed candidates using a range of cooking equipment needed to complete the given tasks.

All required equipment for the tasks were clearly listed and health and safety guidelines were relevant to the chosen equipment.

Unit 5: Healthy Eating

The range of evidence used for this unit included worksheets, group activities and photographic evidence. Please note that candidates should be referring to the Eatwell Guide instead of the Eatwell Plate.

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 candidates preparing a simple two-course meal safely and hygienically could have been included throughout the preparation of a simple meal, showing the candidates' 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 Entry Level 3 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

Candidates appear to enjoy this unit. They are given the opportunity to plan a menu for a special occasion or event such as a birthday party or school fundraiser. They have the opportunity to work as part of a team to plan and produce a variety of foods.

Unit 9: Fast Food

The centre which completed this unit provided clear and concise worksheets which the candidates were able to complete and were awarded the appropriate level. In order to achieve Entry Level 3 it is necessary that an analysis of the nutritional content of fast food is evident, rather than simply a comment or completion of a tick box worksheet. Likewise, justification of reasons chosen must be evident. Photographs of healthy fast food alternatives were provided as evidence.

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 candidates in the group activity was clearly shown through photographic evidence. The different types of play were annotated, along with examples of each given. Final evidence of the completed play item was included or in folder or photographic evidence was included. A worksheet showing a 'wish and a star' with tick boxes would allow the student to self-evaluate their own practical work for level 1. Written evidence of clear evaluation of activity was included. This was aided by teacher worksheets which enabled the students to complete the evaluation to the required level.

Unit 13: Keeping a Young Child Safe

In some centres, very clear worksheets were submitted which reflected the candidates' level of understanding why it is important to keep a young child safe, whether it was Level 1, 2 or 3. Differentiation was clear throughout. Worksheets provided the opportunity for the candidate to tick a box or circle the potential danger inside or outside the home. Photographic evidence shows group activity, while highlighting candidates' contribution/ involvement.

Unit 14: Living in a Family

Evidence for this unit included very good worksheets which the candidates were able to complete according to their level of learning. Group participation was shown via photographic evidence, showing the candidates' level of understanding at Level 1. Written work was completed, showing the candidates' competency at a higher level, meeting the assessment criteria awarded. Differentiation was clearly shown at all 3 levels.

Unit 15: Managing my Money

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

Understanding of the word 'budget' was shown by the higher-level candidates who provided a written definition. Following a group activity, the candidates were able to complete further worksheets to state sources of income and give examples of expenditure. Further worksheets were completed by candidates, 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 candidate. However, for the lower level candidates, worksheets with tick boxes or pictures to circle the correct answer would be appropriate.

Unit 16: What's on a Label?

Group activities were carried out where the candidates looked at different labels on food items as well as clothing. Worksheets were submitted, indicating the candidates' level of ability. Some of the worksheets were tick boxes, while others showed a higher level of learning, which entailed more understanding of the importance of labels. Photographic evidence was provided, showing the candidates' final label which included the relevant information according to assessment criteria awarded.

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 for each candidate.

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. Furthermore, if candidates have participated in a group activity there should be records of this, for example, an observation sheet or teacher record. There should be specific reference to the candidate input/involvement rather than a generic/repetitive statement.

Contact details

The following information provides contact details for key staff members:

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