

Home Economics Syllabus

Year 7 & Year 8



2018



DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY

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Introduction

Home Economics is a field of study within the human sciences that combines theory with practice and is focused on the effective and sustainable use and management of resources (human and material) to meet the physical, emotional, intellectual, social and economic needs of individuals and families within a local and global context.

The integrated approach adopted delineates the interdependent relationships between diet, health, family and individuals, resources, home and environment. Through this, it promotes the well-being of individuals and families in the context of a culturally, socially just and ecologically sustainable environment. Home Economics enables the synthesis of key abilities and skills within these components, weighted to suit the ability and maturity of the diverse learners.

Vision and Aims of Home Economics

Home Economics as a multi-disciplinary field of study within the Health & Physical Education (HPE) learning area aims to make learners health literate so that they can acquire competencies to sustain a healthy lifestyle. It encompasses the integration of knowledge, processes and skills that go beyond comprehension and expression but include application, investigation and evaluation. The meaningful capabilities mastered in Home Economics which include social competence and inquiry help students develop flexibility, adaptability and the capacity for transformative action. This unique context also prepares students for an ever-changing and ever-challenging consumer-oriented society in order to manage their own lives and that of their families, and provide a learning foundation for further education and work.

Home Economics aims to enable students to:

- develop their knowledge, understanding and application of human needs and the interdependence of individuals and groups and the influence of aesthetic, social, cultural and economic factors, values and beliefs in a sustainable environmental climate.
- foster an understanding of relevant scientific principles in nutrition and health; and promote a balanced, critical approach to food choice and eating habits and develop skills relating to the choice, preparation and presentation of food.

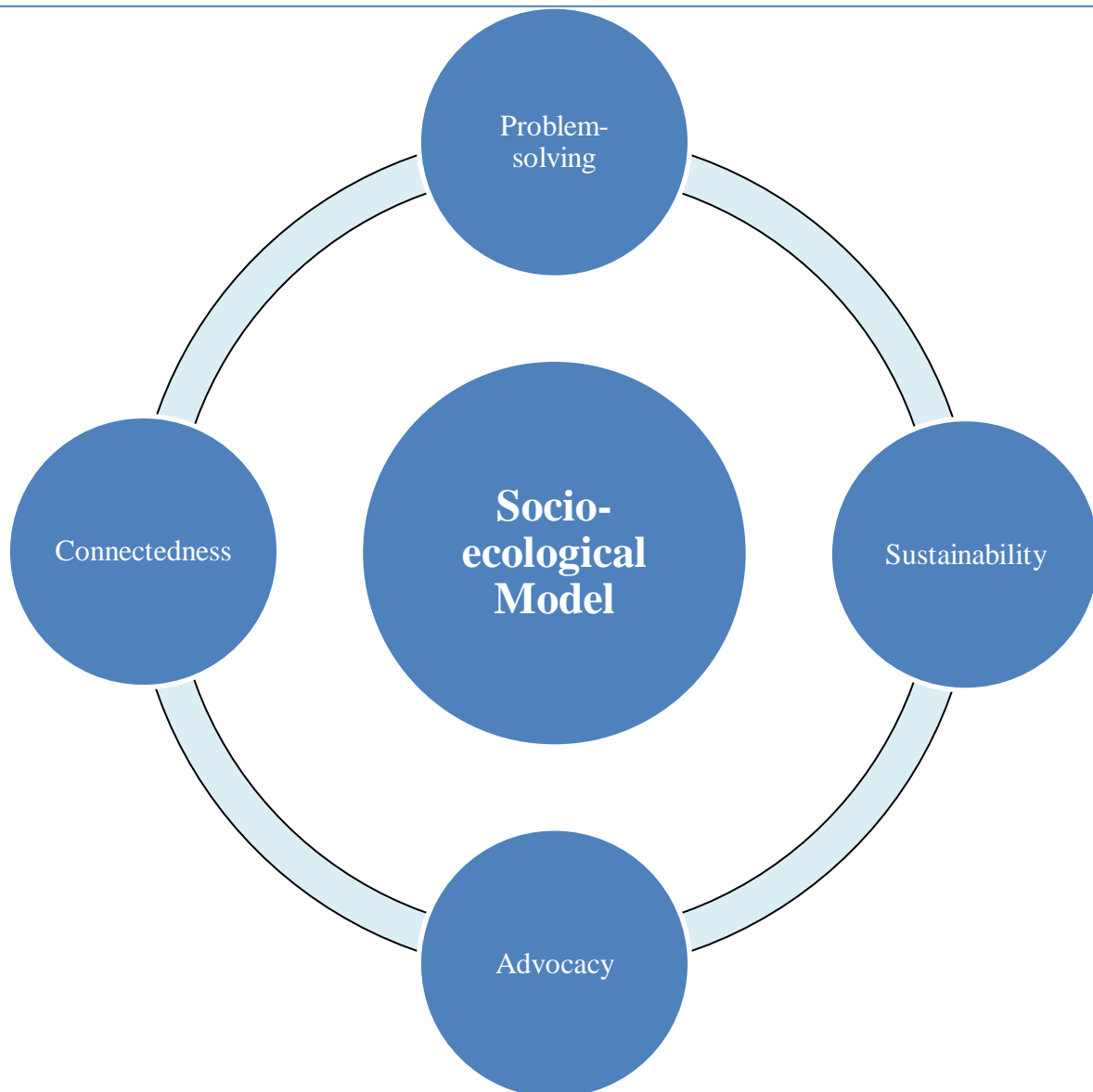
- develop the knowledge and skills required to make reasoned and informed decisions related to the organization and management of resources and human potential in order to satisfy the needs of individuals within the family group and the global community.
- provide meaningful experience and opportunities, including the acquisition of technological capabilities for personal fulfilment in empowerment, advocacy, creative, sensory and practical skills.

Relevance of Home Economics

Learners learn by doing, with and from others. They are actively engaged in learning about concepts which affect their lives. Their participation in practical food interventions contributes towards the development of knowledge and skills through the process and content of learning. This may require the integration of theory and practical lessons to achieve the learning outcomes. All activities need to be highly contextualised so that the learners see relevance and are engaged in the process. Learning needs to be authentic so that the transfer of learning occurs, and learners can identify it in realistic situations.

Within this context, the learners are engaged to research, explore, analyse, think critically, reflect, solve problems, produce and evaluate. This approach which highlights hands-on, problem-solving and decision-making exercises enhances creativity, autonomy and makes allowance for differentiation to meet the different needs and abilities of learners. This is particularly addressed through the identification of a task, the planning, implementation and evaluation. The latter is evident by an on-going reflective process which supports the development of independent lifelong learning within a framework which is built on the principle of a continuum of learning. This will be the framework of learning as the learners explore the interdependent relationships between food, health and resources within the individual and global environment.

The Socio-ecological Model

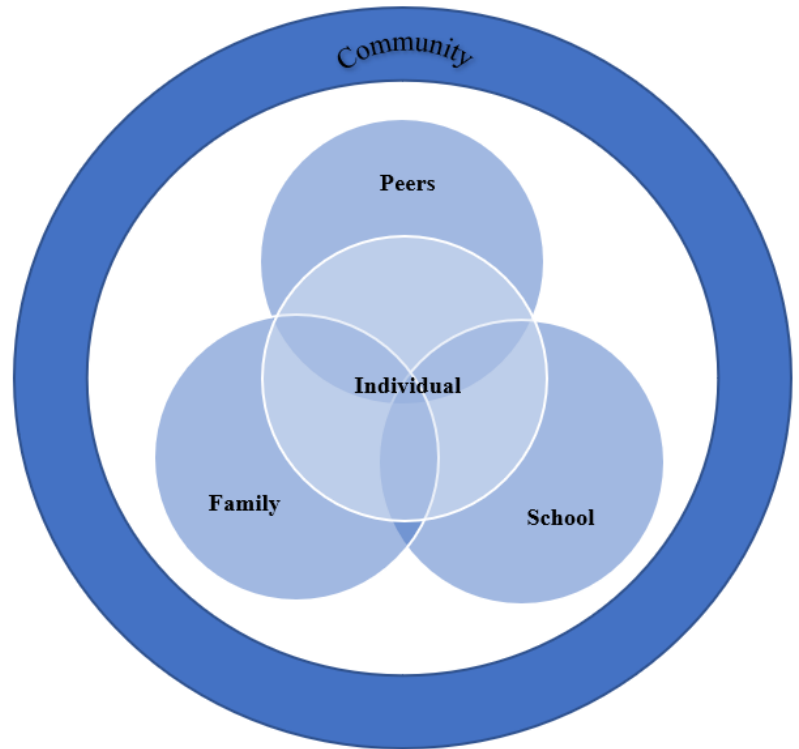


The socio-ecological model recognises the interwoven relationship that exists between the individual and the environment. It looks at various factors of influence on specific health behaviours. Through learning experiences that reflect this perspective, learners can seek to remove barriers to healthy choices. They can help to create the conditions that promote their own well-being and that of other people and society as a whole. Learners can enhance their health when they have a clear view of the social and environmental factors that affect their overall health and well-being.

The socio-ecological perspective permeates throughout the syllabus and is evident when learners:

- **identify and reflect on factors that influence people’s choices and health-related behaviour.**
- **actively contribute to their own well-being, to that of other people and society and to the health of the environment that they live in.**

Through this perspective, learners will acknowledge the importance to take into account the considerations that affect the individual and society as a whole and will actively participate in opportunities to integrate these concepts.



Guiding Principles

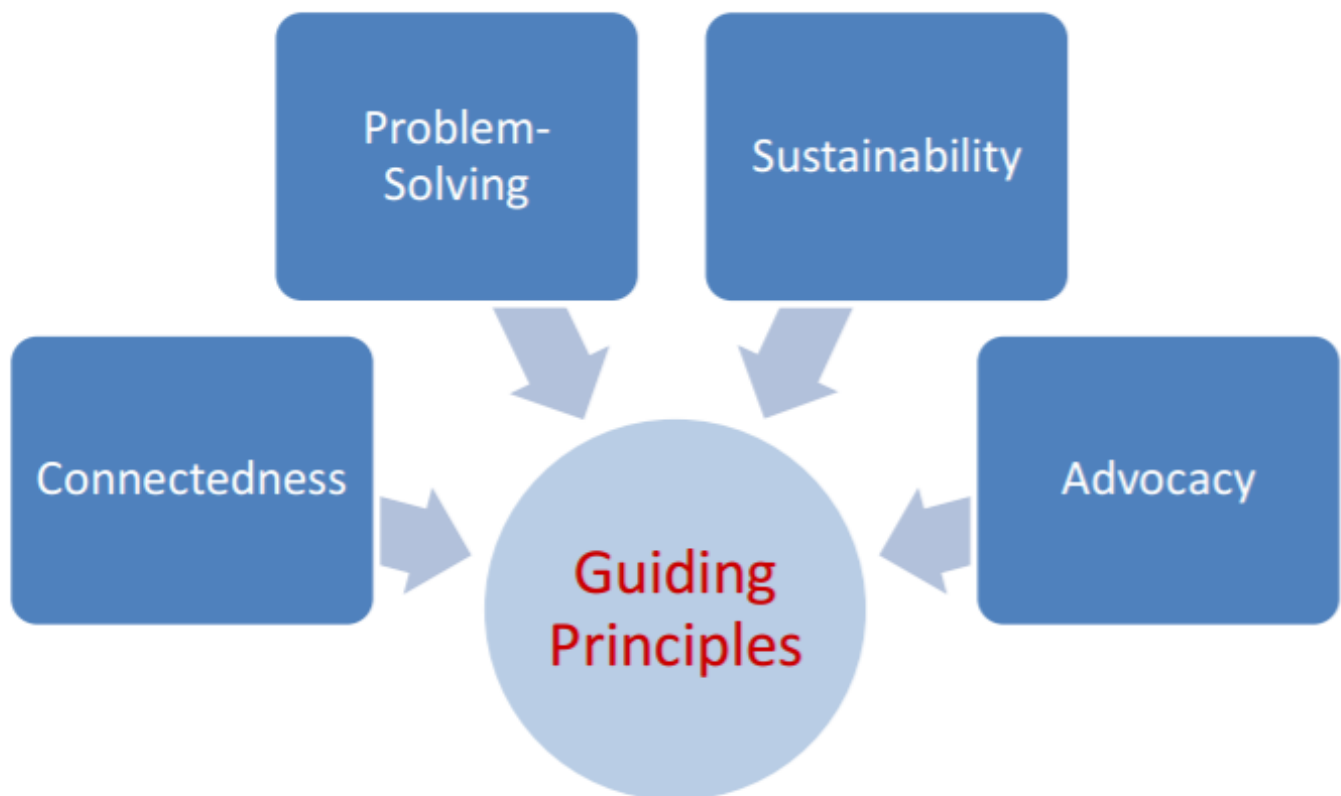
Connectedness – The learners explore how they connect and interact with their environment. They consider how these connections, interactions and daily decisions play an important role in promoting, supporting and sustaining the health and wellbeing of individuals, families and the community within different settings.

Problem-solving - Learners develop problem-solving skills in contexts that are directly relevant to their lives through learning experiences that provide opportunities to think critically and reflectively, explore options and consequences, make informed choices, participate in an ongoing decision-making process and evaluate actions and outcomes.

Sustainability - Learners develop an understanding of their potential to contribute to sustainable patterns of living on a local and global level. This is further enhanced through hands-on experiences, whereby during practical interventions learners are provided with

opportunities to develop the skills and competences such as when choosing, preparing and consuming food. Through the competences developed, they will gain a capacity to advocate and act for a sustainable future.

Advocacy – Learners demonstrate increasing control and assertiveness when making decisions and take action to enhance their own and others' health and well-being. They argue and take action in support of a cause or position as they participate through a range of food and health-related tasks.



Levels in Home Economics

The level descriptors for the Malta Qualification Framework (MQF) levels 1-3, have been adopted to set standards for the different levels and are specified in terms of learning outcomes categorised into six subject foci. The levels below are intended to guide teachers in the identification of knowledge, skills and competencies in differentiated settings. These are intended to direct the teaching and learning process to meet each and every individual's learning stage and requirement.

In **Level 1**, basic knowledge of food, nutrition and health, requires learners to be able to identify factors involved in food and drink choice, relate to current dietary guidelines and understand the basic food groups. Learners use simple food-preparation techniques to prepare nutritious, tasty and attractive foods in a cost and time-effective manner to enrich their food and drink experience. The financial literacy competence requires learners to give consideration to budgeting when planning and shopping for food through the carrying out of simple food costing which will permeate throughout their practical food intervention sessions. As a result of the knowledge acquired, learners will develop an understanding of the importance of safety issues while through the exploration of their environment, they will apply the skills learnt to use equipment safely. A basic understanding of the importance of first-aid is also addressed.

In **Level 2**, knowledge of food, nutrition and health requires learners to be able to identify the factors which affect an individual's nutrient requirements, describe the main nutrients and apply knowledge to examine eating practices to achieve health benefits. They will be able to use a broader range of skills and techniques independently. Learners will demonstrate an understanding of energy balance in relation to food intake, and physical activity. They will apply appropriate safety precautionary measures associated with food preparation. The financial literacy competence requires learners to distinguish between needs and wants and understand the importance of savings and spending within one's means. Common safety issues and potential risks encountered in everyday life are explored while competences in basic first aid treatment are mastered.

In **Level 3**, learners explore how factors such as culture, health status and eating environments influence lifestyle patterns which relate to personal eating habits while assessing the personal barriers leading to a healthy lifestyle. They identify factors affecting food choice and investigate the implications of eating behaviour. A review of dietary guidelines and their role in achieving well-being is undertaken. Learners will apply concepts learnt to modify existing recipes and create new recipes, to improve their nutritional value and review food preparation techniques while giving due consideration to issues of sustainability. Special focus is laid in food miles, carbon footprint and food waste. The financial literacy competence requires learners to understand the importance of budgeting in relation to needs, wants, spending and saving. Learners apply knowledge and understanding to interpret safety signs and standards used when handling food. First Aid procedures for simple injuries are also addressed.

Learning Outcomes for Year 7 & Year 8

The Home Economics Syllabus is embedded in the learning outcomes framework where the onus of learning is on the learner. With the help of the teacher, the learner must strive to progress from one level to the next. Learners must be engaged in active learning to follow their own achievement and thus be able to move on to self-directed learning. This will be particularly achieved through self-evaluation where the learner will be able to record progress and analyse ways for self-improvement.

Year 7

Level 3

Subject Focus: Food, Nutrition and Health

1. I can identify the five nutrients and outline their role in the diet.
2. I can explain what makes a balanced diet and identify ways how to adopt it.
3. I can identify the current dietary guidelines and explain their role.
4. I can give examples how to apply the dietary guidelines.
5. I can adapt and modify basic methods of food preparation according to the dietary guidelines.
6. I can interpret the local food guide.
7. I can outline the skills needed for the rubbing-in method of cake making.
8. I can distinguish between healthy and less healthy snacks, particularly for adolescents.
9. I can describe how food should be handled, cooked and stored safely to prevent the development of micro-organisms.

10. I can justify the importance of breakfast.
11. I can plan various healthy breakfast options with reference to different cultures.
12. I can justify the health benefits of milk and fruit.
13. I can work on a given task individually and in collaboration.
14. I can research, collate and present data collected as part of a given task.
15. I can create and evaluate a task according to a set of criteria.

Subject Focus: Practical Interventions

1. I can follow instructions when working on different tasks.
2. I can read and follow a recipe.
3. I can fill in a Preparation Sheet for a given practical assignment.
4. I can work within a time frame.
5. I can demonstrate safe and hygienic practices during preparation, cooking and storage of food.
6. I can plan, prepare, serve and evaluate suitable, healthy snacks and packed lunches for adolescents.
7. I can demonstrate different types of skills, such as peeling, grating, slicing, dicing and chopping in food preparation.
8. I can plan, prepare, serve and evaluate a healthy dessert which includes milk and fresh fruit.
9. I can use the rubbing-in method of cake-making to prepare simple dishes.
10. I can accurately interpret and use standard forms of measurement in recipes.
11. I can do the washing up in an environmental friendly way.
12. I can demonstrate the proper use and care of work surfaces and utensils in the Food Lab.
13. I can prepare and serve a dish attractively on a correctly laid table.
14. I can talk about, review and make improvements to work, reflecting on the process and outcome.

Subject Focus: Home and Family Well-Being

1. I can define the term: health and/or a healthy living.
2. I can interpret the importance of personal hygiene and outline ways how to achieve and maintain it in the Food Lab.
3. I can demonstrate personal hygiene practices in the Food Lab.

4. I am able to adopt good table manners and practice good social behaviour when eating together.

Subject Focus: Safety and Risk Assessment

1. I can apply skills in the safe use of utensils and equipment.
2. I am able to make safe use of the hob and oven.
3. I can explore safety precautions in the Food Lab.

Subject Focus: Sustainable Resource Management

1. I can identify the various pieces of utensils and small equipment needed for different tasks in the Food Lab and can demonstrate how to care for the different types of equipment.

Year 8

Level 3

Subject Focus: Food, Nutrition and Health

1. I can explore carbohydrates and fats and explain their link to health.
2. I can identify factors affecting food choice.
3. I can list the current dietary guidelines and explain their role.
4. I can give examples how to apply the dietary guidelines.
5. I can adapt and modify basic methods of food preparation according to the dietary guidelines.
6. I can locate information found on food labels and link to dietary guidelines.
7. I can describe the advantages and disadvantages of consuming take-away food.
8. I can outline the skills needed for the making of short-crust pastry.
9. I can work on a given task individually and in collaboration.
10. I can research, collate and present data collected as part of a given task.
11. I can create and evaluate according to a set of criteria.

Subject Focus: Practical Interventions

1. I can follow instructions when working on different tasks.
2. I can read and follow a recipe.
3. I can fill in a Preparation Sheet for a given practical assignment.
4. I can work within a time frame.
5. I can demonstrate skills of safe and hygienic practices during preparation, cooking and storage of food.

6. I can plan, prepare, serve and evaluate simple dishes to minimize food waste and safely make use of left overs.
7. I can plan, prepare, serve and evaluate simple rice and pasta dishes to illustrate the role of some nutrients in the diet.
8. I can make short crust pastry.
9. I can demonstrate different types of cooking skills, such as sauce-making, boiling and baking.
10. I can accurately interpret and use standard forms of measurement in recipes.
11. I can do the washing up in an environmental friendly way.
12. I can demonstrate the proper use and care of work surfaces and utensils in the Food Lab.
13. I can prepare and serve a dish attractively on a correctly laid table.
14. I can talk about, review and make improvement to work, reflecting on the process and outcome.

Subject Focus: Safety and Risk Assessment

1. I can list and make use of most of the items found in a First Aid Box.
2. I can apply basic First Aid procedures for some simple injuries (i.e. cuts, burns, nosebleeds and sprains).
3. I can follow the correct procedure to seek help in an emergency both indoors and outdoors.
4. I am able to make safe use of the hob and oven.

Subject Focus: Financial Literacy and Consumer Awareness

1. I can distinguish between basic needs and wants.
2. I can explain the importance of saving and spending within one's means.
3. I can outline how budgeting can help in making better spending and saving.
4. I can draw up a personal budget.
5. I can apply simple budgeting to a given situation.

Subject Focus: Sustainable Resource Management

1. I can suggest ways of respecting the environment and give examples how to separate waste at source.
2. I can discuss environmental issues such as food miles, carbon footprint and food waste.

List of Topic Areas

The topics which underpin the main learning outcomes in Year 7 & 8 are presented in Table 1.1. It is essentially important that the learning content identified below is to be covered through the different outcomes as suggested. Nevertheless, the format allows for flexibility since the order can be shifted as necessary.

Table 1.1 List of topics for Year 7 & Year 8	
Year 7	Year 8
Familiarisation with the Food Lab Introduction to Home Economics	Factors involved in food and drink choice with emphasis on take-away food
Personal, food lab hygiene, basic food safety & aspects of safety	Aspects of Food labelling and dietary guidelines*.
Introduction to the task & the evaluation wheel	Towards sustainable living - food miles; carbon footprint and food waste
Correct use and care of basic kitchen equipment with emphasis on basic skills	Demonstration: Make use of left-over foods to prepare dishes - dishes can include patties made from leftover meat, chicken, fish, veg and bread
Demonstration: Planning a healthy school lunch and introduction to the preparation sheet	Practical Intervention: Preparation of a healthy dish using left-over foods
Practical Intervention: Preparing a healthy school lunch	Carbohydrates – the role of sugar, starch & dietary fibre in a healthy diet with focus on energy balance
Demonstration: Planning a healthy milk & fruit dessert	Fats – fats in the diet, functions and sensible choices for a healthy diet
Practical Intervention: Preparation of a healthy milk & fruit dessert	Demonstration: Simple, healthy rice/pasta dish.
The functions of food; healthy plate & food groups	Practical Intervention: Simple, healthy rice/pasta dish.
Dietary guidelines* Planning of a simple snack following the principles of a balanced diet	Wise shopping practices; needs and wants
Planning of a simple nutritious breakfast	Demonstration: Savoury/sweet dish using short-crust pastry.
Demonstration: Weighing & measuring and planning for practical session using the rubbing-in method	Practical Intervention: Preparation of a savoury/sweet dish using short crust pastry
Practical Intervention: Rubbing-in method	Contents of the first-aid box. Simple first aid. Making an emergency call

*The distribution of the dietary guidelines in Year 7 & Year 8 is indicated in Appendix 1

Assessment in Home Economics - Year 7 & Year 8

In each of these levels, formative assessment is centred on the practical assignments and short tasks which allow assessment of different knowledge, skills and competencies.

As learners within the same class might have different learning outcomes to achieve, assessment work should correspond to the level and ability of learners. It is very important that the teachers give positive specific feedback to learners throughout the learning process and guide them to achieve specific learning outcomes. This highlights the importance of differentiation as the learner is learning through and about the gradual process to achieve an outcome.

Whilst the student takes an active role in the evaluation process through the students' record of learning (Appendix 3), the teacher needs to gather the required evidence to record achievement/progress (Appendix 4).

Marks will be allotted as indicated in the Table 1.2. All areas will have distinctive assessment criteria which will relate to the outcomes and the content of the particular area. Each area will be assessed as follows:

The appropriate criteria and mark ranges found in Appendix 5 - Criteria for mark allocation of practical assignment and Appendix 6 - Criteria for mark allocation of tasks, are to be used when assessing students' work. The forms in Appendix 7 to Appendix 9 can be used for the computation of marks.

Table 1.2 - Allocation of marks as per forms of assessment		
Practical Assignment 1	100%	Best two selected from practical assignments carried out during the scholastic year
Practical Assignment 2	100%	
Task 1 + Task 2 + Task 3 (Average of 3 tasks)	100% + 100% + 100% = 300% ÷ 3 = 100%	Three tasks to be completed. Average mark to be recorded.
Computation of Final Mark • Controlled Practical Assessment 1 (100%) + Controlled Practical Assessment 2 (100%) + Average mark of 3 Tasks (100%) = 300% ÷ 3	Total Mark 100%	The total mark is to be recorded on the Student's Assessment Report

Moderation of Assessment work

As with on-going assessment, students' assessment work and mark sheets (including the breakdown of marks) should be kept by the teacher for moderation purposes. Students' assessment work should include the preparation sheets of the practical assignments together with the practical evaluation sheets as well as the three assessment tasks and the students' record of learning.

Appendix 1: Distribution of Guidelines - Year 7 & Year 8

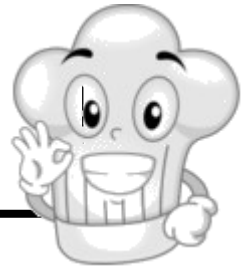
Summary of Main Dietary & Lifestyle Guidelines for Maltese Adults – for use in schools

Year 7

1. Choose a variety of fresh, local and seasonal foods instead of processed foods.
2. Eat vegetables and fruits of different colours every day.
3. Eat more high-fibre foods by making regular use of legumes, wholegrain cereals, nuts and seeds.
4. Flavour food with spices and herbs (preferably fresh) instead of salt.
5. Limit your intake of sugary foods, energy drinks and other beverages with added sugar.
6. Be physically active every day and drink at least 2 litres of water daily.
7. Make moderate use of eggs. Choose milk and dairy products that are low in fat with no added sugar.

Year 8

1. Eat small amounts of meat, preferably white and lean. Eat fish and seafood more often.
2. Limit your intake of saturated and trans fats and make use of olive oil in moderate amounts.
3. Prepare homemade foods using healthy methods of cooking such as steaming, baking and grilling. Enjoy your meals with your family and friends.
4. Avoid smoking and limit alcohol consumption. Alcohol is not allowed for children or pregnant women.
5. Babies should be breastfed for at least the first six months of their life, if possible.

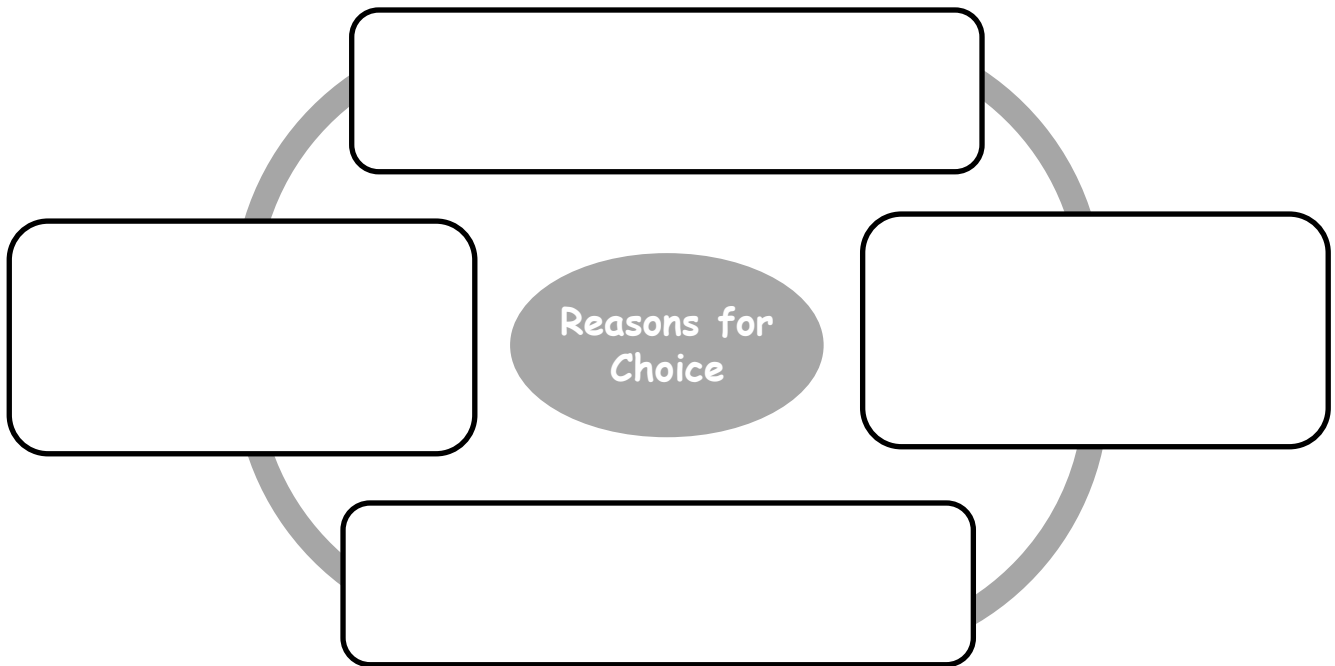


Preparation Sheet

Name: _____ Class: _____

Practical Assignment:

Dish Chosen:



Ingredients	Utensils/Equipment	Electrical Appliances

Flow Chart



START

Wear apron and hat. Wash hands and wipe surface.
Collect my ingredients and equipment.

Empty rectangular box for step 2.

Empty rectangular box for step 3.

Empty rectangular box for step 4.

Empty rectangular box for step 5.

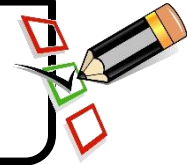
Empty rectangular box for step 6.

Empty rectangular box for step 7.

Do the washing up. Prepare the table. Serve the food.

End

Self Evaluation



1. Reasons for choice and Flow-Chart:

My reasons for choice:

Very good: Could be better:
Good: Not done:



2. Preparation:

Self

Apron: Cap/Scarf: Jewellery:

Equipment

Collected all equipment: Collected some equipment:
Equipment not collected:

Ingredients

Collected all ingredients: Collected some ingredients:
Ingredients not collected:

3. Organisation:

My work area:

Well organised: Organised: Disorganised:

4. Hygiene in the Food Lab:

Food covered: Sink kept clean:
Washing-Up: Cooker kept clean:
Spills wiped: Disposal of Waste:



5. Safety in the Food Lab:

Kitchen equipment was used safely:
Kitchen equipment was not always used safely:

6. Cooking Skills:

My cooking skills were very good:
My cooking skills were good:
My cooking skills were not good:

7. Time Management:

I used the time available well:
I did not use time available well:
I did not finish my work on time:



8. Presentation:

- Finished item/s was/were presented in an interesting way:
- Finished item/s was/were presented in a satisfactory way:
- Finished item/s was/were unsatisfactory:



9. Evaluation:

Strengths – my good points:

- _____

- _____

Weaknesses – not so good points:

- _____

- _____

If I were to do it again I would:

- _____

- _____

N.B. The self-evaluation sheet can be adapted according to the students' needs and levels.

Appendix 3: Students' Record of Learning

YEAR __

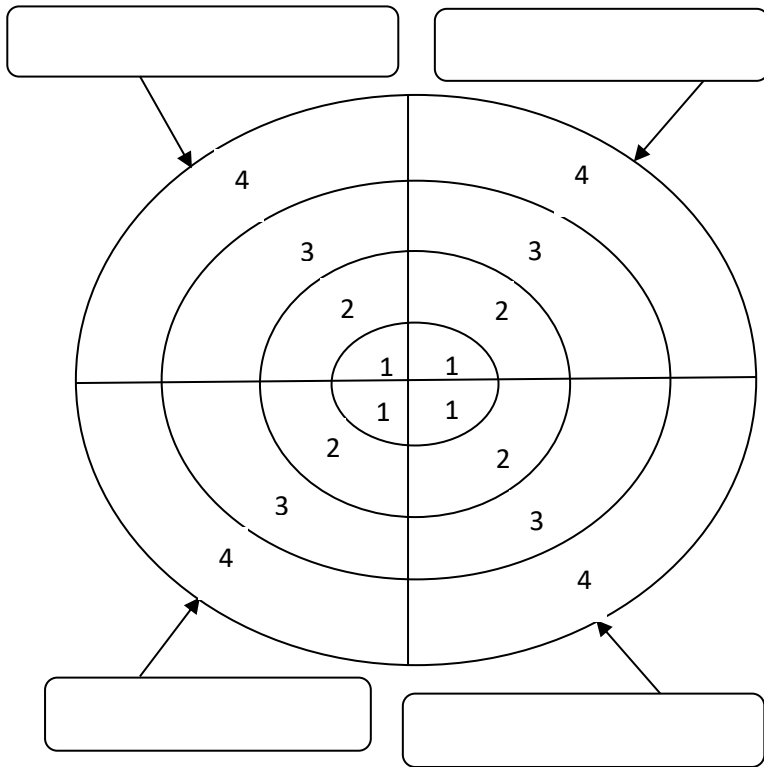
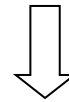
Name:	Class:	Set:	Date:
Focus:			
Task: _____			

COLOUR THE EVALUATION WHEEL

Interpreting the evaluation wheel:

1. I have worked very little on this.
2. I managed to do the task but found it hard.
3. I performed the task quite well.
4. I performed the task really well.

Think about your work.
 What is your opinion of your work?
 Write your reflection here.



My strengths (good points) in this task are:

My weaknesses (not so good points) in this task are:

If I were to do this task again I would:

Teacher's Feedback

CRITERIA FOR MARK ALLOCATION

- Suitability (10)
- Effort (10)
- Skills & Content (20)
- Organisation (10)
- Quality of Outcome (15)
- Creativity (10)
- Evaluation (25)

Appendix 4: Evidence of Students' Work – Learners' Folio – Year 7

Topics	Evidence
Familiarisation with the Food Lab Introduction to Home Economics	Exemplar evidence Research work/ worksheets / activities
Personal, food lab hygiene, basic food safety & aspects of safety	Exemplar evidence Research work/ worksheets / activities
Introduction to the task & evaluation wheel	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning
Correct use and care of basic kitchen equipment with emphasis on basic skills	Exemplar evidence Research work/ worksheets / activities
Demonstration: Planning a healthy school lunch and introduction to the flow chart.	Preparation sheet according to level
Practical interventions: Preparing a healthy school lunch	Evaluation Sheet
Demonstration: Planning a healthy milk and fruit dessert	Preparation sheet according to level
Practical interventions: Preparation of a healthy milk and fruit dessert	Evaluation Sheet
The functions of food, healthy plate & food groups	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning
Dietary Guidelines* Planning a simple snack following the principles of a balanced diet	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning
Planning of a simple nutritious breakfast	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning

Demonstration: Weighing and measuring, planning for practical session using the rubbing-in method	Preparation sheet according to level
Practical Intervention: Rubbing-in method	Evaluation sheet

Evidence of Students' Work – Learners' Folio – Year 8

Topics	Evidence
Factors involved in food and drink choice with emphasis on take-away food	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning
Aspects of food labelling and 5 dietary guidelines	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning
Towards sustainable living – food miles; carbon footprint and food waste	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning
Demonstration: Make use of left-over food to prepare dishes (dishes can include patties made from left-over meat, chicken or fish, vegetables and bread)	Preparation sheet according to level
Practical intervention: Preparation of a healthy dish using left-over food	Evaluation Sheet
Carbohydrates – the role of sugar, starch and dietary fibre in a healthy diet with focus on energy balance	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning
Fats – fats in the diet, functions and sensible choices for a healthy diet	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning

Demonstration: Simple, healthy rice/pasta dish	Preparation Sheet according to level
Practical intervention: Simple, healthy rice/pasta dish	Evaluation Sheet
Wise shopping practices; needs and wants; simple budgeting	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning
Demonstration: Savoury/sweet dish using short-crust pastry	Preparation Sheet according to level
Practical Intervention: Preparation of a savoury/sweet dish using shortcrust pastry	Evaluation Sheet
Contents of the first-aid box and simple first-aid Making an emergency call	Exemplar evidence Research work/ worksheets / activities / assessment task + students' record of learning

**Appendix 5: Criteria for mark allocation of Practical Assignment
Home Economics Year 7 & Year 8**

	<u>Criteria for Allocation of Marks</u>	<u>Marks</u>
1		
List of Ingredients and Utensils		5 marks
	List of ingredients, quantities and costing not given.	0
	List of ingredients and quantities lack accuracy with inaccurate costing.	1-2
	Full list of ingredients with quantities given and costing.	3
	Equipment list is not given.	0
	List of equipment given is incomplete.	1
	Full list of equipment is given.	2
2		
Reasons for Choice		5 marks
	No reasons are given.	0
	Not all reasons are relevant.	1-3
	Three relevant reasons are given.	4-5
3		
Order of Work		10 marks
	Incorrect planning.	1-3
	Some steps have been left out in planning.	4-7
	Evidence of good planning involving all steps.	8-10
4		
Preparation		10 marks
	Not all utensils are collected and prepared.	1-2
	Collection and preparation of all required utensils.	3-4
	Some ingredients are not collected and/or weighed properly.	1-3
	Collection and accurate weighing of all ingredients.	4-6

5		
Skills		20 marks
	Restricted performance.	1-4
	Fairly satisfactory performance.	5-8
	Good performance.	9-12
	Excellent performance in chosen skill.	13-15
	Use of utensils and equipment is rarely correct.	0-1
	Use of utensils and equipment is not always correct.	2-3
	Correct use of utensils and equipment	4-5
6		
Safety and Hygiene		20 marks
	Equipment/utensils handled carelessly.	1-2
	Equipment/utensils are not always handled safely.	3-5
	Equipment/utensils are almost always handled safely.	6-8
	Safe use of utensils/equipment at all times.	9-10
	Work surface, sink, cooker, equipment and self are rarely kept clean.	1-2
	Work surface, sink, cooker, equipment and self are not always kept clean.	3-5
	Work surface, sink, cooker, equipment and self are almost always kept clean.	6-8
	Work surface, sink, cooker, equipment and self are kept clean at all times.	9-10
7		
Outcome		10 marks
	Food not well flavoured and presented in an unsatisfactory manner.	1-2
	Food not well flavoured but presented in a satisfactory manner.	3-5
	Food well flavoured and presented in a satisfactory manner.	6-8
	Food well flavoured and presented in an aesthetically pleasing and creative manner.	9-10

8		
Evaluation		20 marks
	A poor evaluation giving superficial comments of the strengths and weaknesses of a few aspects of the assignment.	1-5
	A reasonable evaluation giving a fair appreciation of the strengths and weaknesses of some aspects of the assignment.	6-10
	A good evaluation giving satisfactory reasoning of the strengths and weaknesses of most aspects of the assignment.	11-16
	A comprehensive evaluation giving reasoned judgement on all aspects of the assignment.	17-20

Appendix 6: Criteria for mark allocation of Tasks
Home Economics Year 7 & Year 8

Total marks 100

1		
		(10 marks)
Meeting the task/ Suitability	Work presented does not meet the given task.	1-3
	Work presented partially meets the given task.	4-6
	Work presented fully meets the given task.	7-10
2		
		(10 marks)
Effort	Has worked only with support and prompting/encouragement.	1-2
	Has worked with support, has shown some interest or initiative.	3-4
	Has worked well with little support and has shown interest.	5-7
	Has worked well with almost no support and has shown constant initiative.	8-10
3		
		(20 marks)
Content and Skills	This section of marks aims to assess the knowledge of content and skills in working out the task. Award according to the following mark ranges.	
	Very basic knowledge of content showing minimal skills.	1-5
	Basic knowledge of content with some skills	6-10
	Task accomplished with a number of more difficult skills.	11-15
	Very good knowledge of content showing all the necessary skills.	16-20
4		
		(10 marks)
Organisation	Task carried out in a disorganised manner.	1-2
	Task carried out with some degree of organisation.	3-4
	Task carried out in an orderly organised way.	5-7
	Task is carried out in a comprehensive, logical and very organised way.	8-10

5		
Quality of Outcome		(15 marks)
	Outcome is incomplete.	1-3
	Outcome is complete but of a low level.	4-7
	Outcome complete and of an acceptable quality, suitable for purpose and neatly presented.	8-11
	Outcome is of a very good quality, suitable for the purpose and aesthetically appealing.	12-15
6		
Creativity		(10 marks)
	Minimal creativity.	1-2
	Some degree of creativity is shown.	3-4
	High degree of creativity is shown.	5-7
	Exceptionally high degree of originality and creativity is shown.	8-10
7		
Evaluation		(25 marks)
	Limited review of work done with no reference to strengths, weaknesses and suggestions for improvement.	1-6
	Satisfactory review of work with limited reference to strengths and weaknesses and no suggestions for improvement.	7-13
	Good review of work with reference to strengths, weaknesses and minimal suggestions for improvement.	14-19
	Critical review of work done to include strengths, weaknesses with suggestions for improvement and changes where necessary.	20-25

Appendix 7: Practical Mark Sheet – Home Economics Year 7 & Year 8

School: _____

Subject Teacher: _____

Practical: _____

Name		Class	List of Ingredients & Utensils (5 marks)	Reasons for Choice (5 marks)	Order of Work (10 marks)	Preparation (10 marks)	Skills (20 marks)	Safety & Hygiene (20 marks)	Outcome (10 marks)	Evaluation (20 marks)	Total (100 marks)
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											

Appendix 8: Task Mark Sheet – Home Economics Year 7 & Year 8

School: _____

Subject Teacher: _____

Task: _____

Student's Name		Class	Suitability (10 marks)	Effort (10 marks)	Skills & Content (20 marks)	Organisation (10 marks)	Quality of Outcome (15 marks)	Creativity (10 marks)	Evaluation (25 marks)	Total (100 marks)
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										

Appendix 9: Final Mark Sheet -- Home Economics Year 7 & Year 8

School: _____

Subject Teacher: _____

	Name	Class	Practical Assignment 1 (100%)	Practical Assignment 2 (100%)	Task 1 (100%)	Task 2 (100%)	Task 3 (100%)	Average Task Mark (300% ÷ 3)	Total (300% ÷ 3 = 100%)
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									