

SEC SYLLABUS (2018)

HOME ECONOMICS

SEC 19

SYLLABUS

Home Economics SEC 19 Syllabus

(Not available in September)

Paper I(2hrs)+Paper II (2hrs)+Coursework

This syllabus is designed to form the basis for further studies in areas related in Home Economics and can lead to careers in the Hospitality Industry, Consumer Affairs, Care of the Elderly, Child Care, the Paramedical and Teaching professions.

The various areas of study of the syllabus are integrated into two main sections:

- *The Family, Home and Society and*
- *Food, Nutrition and Health.*

These form the subject content which is the main written examinable aspect of the syllabus. In addition, candidates are required to present Coursework.

The syllabus is designed to cater for both male and female candidates of different abilities.

General Aims

The aims listed below reflect the methodology to be adopted for teaching the subject. They highlight the knowledge, skills, attitudes and values required as a basis for further development in the subject.

The syllabus aims:

- to increase the candidates' knowledge and understanding of the changing physical, social, emotional, intellectual and aesthetic needs of people throughout their life cycle.
- to develop the ability to communicate, share, make informed decisions to enhance positive family values.
- to develop the knowledge, understanding, skills and attitudes necessary to meet nutritional recommendations and healthy lifestyles.
- to develop the knowledge and competencies required for the effective and safe organisation and management of relevant resources.
- to enable candidates to develop the necessary skills to respond effectively to rapid technological changes and to scientific development.
- to develop the qualities of sensitivity and aesthetic appreciation needed to create and maintain a healthy and pleasing environment.
- to create a sensitive caring attitude and to foster a concern for the general environment so as to enable candidates to choose and use consumer goods carefully, thus contributing towards the conservation of the environment.
- to instil the need for a critical assessment of consumer goods, an awareness of advertising pressures and a knowledge of consumer rights and responsibilities.
- to foster a critical and analytical approach to decision making and problem solving.
- to encourage creativity, originality and academic rigour.

It is to be noted that the above aims are not in a hierarchical order of importance.

Main Assessment Objectives

- 1 To analyse situations in which aspects of Home Economics are used to satisfy the various human needs, making use of available material resources.
- 2 To seek out, research, select, record and apply knowledge which is relevant to the needs and factors identified.
- 3 To use investigative procedures:
 - a) to test and compare methods, materials and equipment;
 - b) to observe, measure and record observations accurately and systematically;
 - c) to interpret evidence in its various forms as a basis for making judgements and choices;
 - d) to justify judgements and choices in the light of evidence.
- 4 To decide upon and plan a course of action which takes into account the priorities identified.

- 5 To carry out a planned course of action by applying the required skill.
6 To assess and evaluate the effectiveness of a course of action.

It is important that these objectives form an integral part of the syllabus.

Scheme of Assessment

The examination consists of:

- Coursework (30% of the total marks)
- Written Examination papers - paper 1 and paper 2 (70% of the total marks)

Candidates can only qualify for Grades 1 to 5 if they obtain at least 45% of the mark allotted to each of Coursework and Written Examination.

Coursework (30% of the total marks)

Coursework consists of:

- i) an investigation
- ii) two practical assignments carried out under time-controlled conditions.

It is to be noted that these practical assignments are also the same ones that are required for the school assessment coursework.

i) The Investigation (15% of the total marks)

The Investigation should be based on a theme chosen from one of the following option areas:

Food Preparation and Technology, Hospitality Services, Child Development, The Elderly.

In the Investigation, the candidate is expected to:

- a) Select a focused title and carry out a brief analysis of the title chosen.
- b) Identify factors involved in the carrying out of the investigation; referring to aspects, as appropriately relating to Technology, Health, Interaction with the Environment, Safety, Human Development, Aesthetic Awareness, Value and Efficiency.
- c) Establish a minimum of four aims for the investigation which will help the candidate solve the research question, making reference to which part of the investigation or which research techniques will help him/her reach each aim.
- d) Draw up a plan of action and give indication of time frames within which the work will be carried out and specify which resources are needed.
- e) Carry out background research and draw conclusions to justify the selection of the relevant information obtained.
- f) Introduce the two techniques to be used, stating aims for the carrying out of the techniques. The candidate is expected to carry out the technique and draw up results and conclusions to each technique. Possible techniques include a visit, an interview, a questionnaire, a case study, an original product/production, an experiment and a presentation.
- g) Discuss the results obtained, and draw conclusions, referring to knowledge gained from secondary sources (background research), primary sources used (techniques used) and personal opinion of the candidate.
- h) Carry out an evaluation (ongoing and final) in which the effectiveness of the techniques chosen and decisions taken is done.
- i) Make use of spelling, punctuation and grammar in an accurate manner.

Candidates are expected to cover sections a, b, c, d and e in Form 4; whereas sections f, g, h and i in Form 5.

The coursework may be presented either in English or Maltese.

The coursework is assessed by the teacher and is subject to moderation by the Markers' Panel according to the Assessment Sheet for the Investigation. (Appendix IV).

The school assessment should reach the MATSEC Examination Board by the date determined by the MATSEC Examination Board.

ii) The two Practical Assignments (15% of the total marks)

These will be set and marked by the teacher. It is suggested that the:

- first practical assignment is carried out at the end of Form 4;
- The second practical assignment is carried out during Form 5.

Each practical assignment is marked out of 100 marks. The average mark of these two assignments will contribute to 15% of the total marks of the examination. The marks are awarded according to the Assessment Criteria (Appendix I). Teachers may use Assessment Sheet for the Practical Component (Appendix IIa or IIb or IIc) to facilitate marking during the practical sessions.

For moderation purposes, the Preparation sheet together with the evaluation sheet (teachers may use Appendix III), and breakdown of marks of each practical assignment should be made available (Appendix IIa or IIb or IIc). The Assessment Criteria for the Practical Assignments in Appendix I could be used as proof for the breakdown of marks awarded.

Each practical assignment will consist of the preparation of a one-course meal/dish and a simple non-alcoholic, home-made beverage. The meal/dish should include one of the proposed culinary skills: sauce making, short-crust pastry making, yeast dough, stewing, casseroles, cooking rice and pasta, use of healthy cooking methods such as grilling, steaming, stir-frying and cooking using a pressure cooker. Each practical assignment should include evidence of a different culinary skill. Salads should only be used as accompaniments.

The practical assignment set needs to include any one of the following situations:

- different family members such as children, adolescents, adults, pregnant or breastfeeding mothers, elderly, athletes
- specific diets such as: high fibre, low fat, low sugar, reduced salt, vegetarian, slimming diets as well as packed lunches
- persons suffering from diet related disorders such as: cardiovascular disease, diabetes, coeliac disease, hypertension, constipation
- dishes where appliances such as: microwave oven; blenders, processors etc. are used.

It is essential that the following are taken in strict consideration:

- current dietary recommendations are to be followed
- recipe books only are to be used during this session
- traditional Maltese foods and dishes are to be included whenever possible; where appropriate, these are to be modified to be in line with dietary recommendations
- the sensible use of convenience foods is permitted
- the use of energy-saving devices and the practice of energy-saving procedures are to be encouraged

Each practical assignment includes:

- the planning / preparation session
- the realisation session
- the evaluation session

It is suggested that each session is carried out during normal school activity with the following time limits:

- one hour for the planning / preparation session
- one and a half hours for the realisation session
- half an hour for the evaluation session.

Sufficient time should be allowed between the planning of the assignment and the practical realisation of the assignment.

Candidates may present work in either Maltese or English.

It is to be further noted that all coursework is assessed by the teacher and is subject to moderation by the Markers' Panel. It should be ready for moderation on a date and as per instructions stipulated by the MATSEC Examination Board.

Private Candidates

- (a) Private candidates who left school before 1994 will not be expected to present their coursework. Their mark will be obtained by pro-rating of the written papers.
- (b) Candidates who studied the subject at school and are re-sitting the subject may carry forward the coursework mark from a previous session.
- (c) Candidates who have never studied the subject at school but have covered the coursework privately will be expected to present their coursework as follows: the investigation is to be presented to the MATSEC Board for assessment by the date determined by the board. The two practical assignments are to be carried out under the supervision of and be assessed by a qualified Home Economics teacher in a school or by attending an evening course organized by the Education Division. The Preparation Sheet together with the Evaluation Sheet of the practical assignments are to be presented to the MATSEC Board by the date determined by the board. Candidates will be asked to attend for an oral examination about their practical work.

Written Examination Papers (70% of the total marks)

These consist of **two** examination papers, each of two hours' duration. Questions will be set in English and must be answered in English.

The two papers include:

- **Paper 1** which is taken by all candidates &
- **Paper 2A or Paper 2B** which is subject to the option choice made by the candidate.

Candidates are required to indicate on the registration form which of **Paper 2A / Paper 2B** they would like to choose. No change in the choice of paper will be allowed after the registration period.

Paper 1 (100 marks, 35% of the total marks)

This written examination will consist of a number of compulsory questions.

The questions are designed to demonstrate the candidate's ability to recall, understand and apply the knowledge and skills developed throughout the course of study within the **Food, Nutrition and Health** context unit of the syllabus.

Paper 2A and Paper 2B (100 marks - 35% of the total marks)

There will be two versions of Paper 2: Paper 2A and Paper 2B, each of two hours' duration. Paper 2A will comprise questions that are more demanding than those in Paper 2B.

Paper 2A and Paper 2B will be divided into two sections. Section One (40 marks) will consist of compulsory short answer questions and Section Two (60 marks) will consist of longer structured questions.

Questions will be based on the content of the syllabus.

Grade Descriptions

Candidates taking Paper 1 and Paper 2A may qualify for Grades 1, 2, 3, 4 or 5. Candidates who do not obtain at least a Grade 5 shall remain unclassified (U).

Candidates taking Paper 1 and Paper 2B may qualify for Grades 4, 5, 6 or 7. Candidates who do not obtain at least Grade 7 shall remain unclassified (U).

The following grade descriptors indicate the level of attainment characteristic of the given grade at SEC level. They provide a general indication of the required learning outcomes. The descriptors should be interpreted in relation to the content outlined in the syllabus.

Grade 1

Candidates demonstrate:

- a critical awareness and thorough understanding of the scientific and practical concepts within the syllabus;
- their ability to recall and apply knowledge relevant to various situations;
- the ability to select appropriate material, plan and implement a course of action, interpret findings and draw relevant, justified conclusions;
- a high level of competence in the selection and control of a wide variety of resources, including tools and equipment;

- the use of terminology, confidently and accurately, in a concise, logical and relevant manner.

Grade 5

Candidates demonstrate:

- a basic awareness and understanding of the general concepts within the syllabus;
- an ability to recall and apply knowledge with some references to the local situation;
- the ability to select appropriate material with limited guidance, plan and implement a basic course of action, present findings in a satisfactory manner and draw some conclusions;
- show competence in the selection and use of a variety of resources, including tools and equipment;
- the use of basic terminology, fairly accurately.

Grade 7

Candidates demonstrate:

- a fairly limited awareness and understanding of basic concepts within the syllabus;
- a fairly limited ability to recall and apply knowledge with only the most obvious references to the local situation;
- the ability to select material, plan and implement a course of action, present findings leading to restricted conclusions, with continuous guidance and support;
- limited competence in the selection and use of a limited variety of resources, including tools and equipment;
- the use of terminology in a restricted manner.

Subject Content

The Family, Home and Society

The structure of family units. The roles and responsibilities within the family units and how these change throughout life.

The social, mental and physical well-being of a family member with emphasis on: the very young, the elderly and people with special needs.

Social, cultural and economic influences on family units. The recognition of family pressures and problems.

The interaction of the individual and the family unit with the community.

Social protection and support provided by welfare services and organisations in relation to children and the elderly.

Positive attitudes for the promotion of healthy lifestyles.

The planning of personal and family budgets including household expenditure in relation to changing needs. Methods of payment, methods of savings and investing for future needs.

The choice, care and use of household equipment for the effective organisation of the family unit and its resources in order to make optimal use of time, money and human energy.

The reduction, re-use and recycling of household materials. Choosing goods and services with the minimal impact on the environment.

Types of accommodation available to meet individual and family needs. Ways of acquiring and financing a home.

Effects of living conditions and home environment on the family, including location, facilities, essential services and security.

Kitchen planning.

The efficient use of energy and its impact on the environment. Alternative sources of energy.

Safety in the home and accident prevention. Simple first aid for accidents and injuries that occur in the home.

Care of household textiles and personal items, including textile care labelling.

Consumer rights, responsibilities and protection. Different methods of acquiring goods and services. The influence of the media and retailers on consumers. The implications and adaptation of rapid technological change in today's society.

Food, Nutrition and Health

Food in relation to health. The wise choice of food for the reduction of diet-related disorders common in Malta.

Factors affecting food choices and habits and their effect on health and the environment.

The functions and sources of nutrients.

The choice, storage, preparation and use of the main food groups in the diet.

The digestion of food and absorption of nutrients.

Principles underlying the retention of nutrients when storing, preparing, cooking and serving food.

The causes and prevention of contamination, spoilage and food poisoning.

Planning meals for different members of the family: toddlers, children, adolescents, adults, pregnant and lactating women and the elderly.

Planning meals and packed lunches for vegetarians, invalids, convalescents and people needing special diets.

The sensible use of convenience foods and comparison with alternative foods. Interpretation of food labels.

Choice, use and care of kitchen equipment for the preparation, cooking and storage of food.

Energy saving procedures and equipment.

Practical skills – explanation of culinary skills listed below with special reference to: names of dishes/recipes, basic ingredients used, proportion of ingredients, recipe engineering, oven temperature and use of equipment for the preparation, cooking, serving and storage of ingredients and foodstuffs made with the:

- i. rubbing-in method (cake-making and pastry-making);
- ii. whisking method of cake-making;
- iii. all-in-one creaming method of cake-making;
- iv. the creaming method of cake-method;
- v. the yeast dough.

Options

The following options provide a range of research suggestions, ideas and topics as part fulfilment of the coursework requirements.

Option A: FOOD PREPARATION AND TECHNOLOGY

Aims

- 1 To equip candidates with the knowledge and skills to adapt to rapid technological changes.
- 2 To develop a sensitivity towards consumer concerns and needs and to offer solutions.
- 3 To encourage creativity and originality in food preparation and production.

Objectives

Candidates will be able to:

- 1 analyse ingredients in different convenience foods and compare with alternative foodstuffs
- 2 identify consumer concerns on food products and processes
- 3 develop, create or modify foods for different purposes.

Suggestions and ideas.

Identification and evaluation of developments associated with foodstuffs in today's technological society.

Adaptation of traditional food processes and procedures to suit different needs and situations.

New developments in food technology and their effect on the choice of foods, health and the environment.

Packaging of foodstuffs. Implications of health, environment and cost.

The introduction and development of innovative healthy food items.

Alternative methods of producing and growing foods.

Option B: HOSPITALITY SERVICES

Aims

- 1 To identify various types of accommodation services to suit the needs of different customers.
- 2 To create an awareness of the importance of personal appearance and effective communication skills.
- 3 To appreciate the importance of pleasant, safe and well cared-for areas.

Objectives

Candidates will be able to:

- 1 assess different types of establishments;
- 2 select and maintain suitable materials for furniture, furnishings and equipment;
- 3 identify hazards to health and safety in different environments.

Suggestion and ideas

Different types of establishments to meet the needs and expectations of customers.

The importance of personal appearance and effective communication skills.

The general use and care of textile fibres commonly used in establishments.

The choice of furniture and soft furnishings based on fitness for purpose, safety and aesthetic appreciation.

Safety and the prevention of accidents.

Option C: CHILD DEVELOPMENT

Aims

- 1 To appreciate the importance of good health prior to and during pregnancy.
- 2 To provide an opportunity to identify the main stages of physical, emotional, social and intellectual development in a young child.
- 3 To develop an insight into the different needs of young children.

Objectives

Candidates will be able to:

- 1 outline the main physical, emotional, social and intellectual development of young children;
- 2 identify their basic needs and describe ways of catering for these needs;
- 3 evaluate play materials and activities for their safety, suitability and educational value;
- 4 assess the safety of a child's environment and list ways of preventing accidents;
- 5 describe the provisions within the community for children with special needs.

Suggestions and ideas

The significance of good health in preparation for parenthood: nutrition, rest, exercise, support systems and hazards to the unborn child: stress, alcohol, smoking, drugs, medicines, rubella.

Combining family life and leisure activities with work outside the home. Shared responsibilities of family members.

Physical requirements of the child: food (breast feeding and bottle feeding), healthy eating habits, feeding problems, exercise, fresh air, rest, sleep, daily routine.

Developing social skills.

Emotional development. The need for love and security. Common behaviour problems. Child abuse.

Intellectual development. Providing (a) stimulating learning environments. Suitable and safe play activities for the different stages of development.

Prevention of childhood illnesses. Common infectious diseases. Immunisation.

A safe environment for children, within and outside the home.

The inclusion of children with special needs.

Option D: CARE OF THE ELDERLY

Aims

- 1 To promote a positive image of the elderly as important and useful members of society.
- 2 To develop a sense of responsibility and service towards the elderly in the family and in the community.

Objectives

Candidates will be able to:

- 1 identify the physical, social, emotional and intellectual needs of the elderly;
- 2 assess the care provided by the family, the state and other organisations.

Suggestions and ideas

The value of good health, nutrition, mobility and activity to help maintain the quality of life throughout the ageing process.

Common disorders and problems associated with the ageing process. The care and support services available for adaptation to these conditions.

Creating comfortable and suitable living environments. Adaptations to cater for specific needs.

Providing a safe environment for the elderly, inside and outside the home.

ASSESSMENT CRITERIA FOR THE PRACTICAL ASSIGNMENTS

| <u>Practical Assignment</u> | <u>Criteria for allocation of marks</u> | <u>Marks</u> |
|-----------------------------|---|--------------|
| Choice of dishes | This should be suitable for the particular requirements of the assignment chosen. A broad judgement of the whole assignment should be considered. Candidates are expected to: - apply knowledge relevant to the assignment; - present evidence on which judgements of choice are made. | Marks |
| | Incorrect choice of dishes | 0 |
| | Poor choice of dishes | 1 - 2 |
| | Good choice of dishes | 3 - 5 |

| | | |
|--------------------|--|-------|
| Reasons for choice | Candidates are expected to suggest factors that could be identified to validate choice. These could include reference to health, nutritional value, economy, colour, texture, balance, taste, presentation, etc. | Marks |
| | No reasons given | 0 |
| | Poor understanding of the test Limited interpretation with simple justification | 1 - 3 |
| | Adequate understanding of the test A basic interpretation with simple but accurate justification. | 4 - 6 |
| | Recognition of limits of test, good analysis of test and showing realistic choices in relation to time available. | 7-10 |

| | | |
|---------------------------|---|-------|
| Planning of order of work | Full credit must be given for a logical order of work which should include: preparation of self, hygiene and safety, timing, important points relating to particular dishes, dovetailing, clearing and washing up, serving of food at the right temperature, presentation of work. Candidates are expected to plan a course of action appropriate to the assignment set. | Marks |
| | Little evidence of accuracy, health and safety awareness, planning or sequencing of work. | 1-2 |
| | Some evidence of ability to plan and use resources but with a poor sequence of work. Limited awareness of health and safety, time and energy. | 3-4 |
| | A logical sequence of work with due regard to resources, preparation and completion of assignment. a considerable degree of accuracy indicating awareness of health and safety and time factors | 5-6 |
| | A logical sequence of work reflecting efficient use of time, methodical thinking and dovetailing tasks in a sensible order, showing accuracy and due regard to preparation and completion of assignment. | 7-8 |

| | | |
|---|---|-------|
| Shopping/ Equipment/ Materials/ Requirements List | Full credit must be given to candidates who make a comprehensive list of ingredients and appliances needed. List of ingredients should be accompanied by quantities which are reasonable. | Marks |
| | List not presented. | 0 |
| | Incomplete list / quantities not always reasonable. | 1 |
| | Complete list, with reasonable quantities | 2 |

| Practical realisation | <p>Candidates are expected to carry out their plan of action with proficiency and competence using management, organisational and psychomotor skills.</p> <p>The following sections will be assessed - Preparation, Production, Proficiency, Hygienic Practices and Outcome.</p> <p>The mark awarded is based on four graded levels:</p> <p>Level 1 - candidate has achieved a restricted level of competence and performed tasks with difficulty</p> <p>Level 2 - candidate has performed most tasks to a satisfactory level of competence</p> <p>Level 3 - candidate has reached a good level of competence</p> <p>Level 4 - candidate has achieved a high level of competence and performed tasks effectively.</p> <p>Note: - there is a different distribution of marks for each section.</p> | | | | | | | | | | | |
|-----------------------|---|--|---------|-------|---------|-----|---------|------|---------|-------|---------|------|
| | <p><u>Preparation.</u></p> <p>Candidate's appearance Selection of correct equipment and tools. Preparation of tins and appropriate equipment. Correct oven temperature and oven shelves. Preparation of fruit and vegetables as required.</p> | <table border="0"> <thead> <tr> <th>Levels</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>level 1</td> <td>1-2</td> </tr> <tr> <td>level 2</td> <td>3-5</td> </tr> <tr> <td>level 3</td> <td>6-7</td> </tr> <tr> <td>level 4</td> <td>8-10</td> </tr> </tbody> </table> | Levels | Marks | level 1 | 1-2 | level 2 | 3-5 | level 3 | 6-7 | level 4 | 8-10 |
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| level 2 | 3-5 | | | | | | | | | | | |
| level 3 | 6-7 | | | | | | | | | | | |
| level 4 | 8-10 | | | | | | | | | | | |
| | <p><u>Performance in chosen skill</u></p> <p>Restricted performance. Satisfactory, however limited 3-5 marks. Good performance. Excellent performance.</p> | <table border="0"> <tbody> <tr> <td>level 1</td> <td>1-2</td> </tr> <tr> <td>level 2</td> <td>3-5</td> </tr> <tr> <td>level 3</td> <td>6-7</td> </tr> <tr> <td>level 4</td> <td>8-10</td> </tr> </tbody> </table> | level 1 | 1-2 | level 2 | 3-5 | level 3 | 6-7 | level 4 | 8-10 | | |
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| level 4 | 8-10 | | | | | | | | | | | |
| | <p><u>Production</u></p> <p>Good manipulative skills and good handling of tools and equipment. Correct methods of preparation and cooking.</p> | <table border="0"> <tbody> <tr> <td>level 1</td> <td>1-3</td> </tr> <tr> <td>level 2</td> <td>4-7</td> </tr> <tr> <td>level 3</td> <td>8-11</td> </tr> <tr> <td>level 4</td> <td>12-15</td> </tr> </tbody> </table> | level 1 | 1-3 | level 2 | 4-7 | level 3 | 8-11 | level 4 | 12-15 | | |
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| level 3 | 8-11 | | | | | | | | | | | |
| level 4 | 12-15 | | | | | | | | | | | |
| | <p><u>Proficiency</u></p> <p>Efficient organisation of work and time. Safe and economic management of cooker. Sensible use of refrigerator.</p> | <table border="0"> <tbody> <tr> <td>level 1</td> <td>1-2</td> </tr> <tr> <td>level 2</td> <td>3-5</td> </tr> <tr> <td>level 3</td> <td>6-8</td> </tr> <tr> <td>level 4</td> <td>9-10</td> </tr> </tbody> </table> | level 1 | 1-2 | level 2 | 3-5 | level 3 | 6-8 | level 4 | 9-10 | | |
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| level 3 | 6-8 | | | | | | | | | | | |
| level 4 | 9-10 | | | | | | | | | | | |
| | <p><u>Procedures</u></p> <p>Adherence to rules concerning hygiene and safety:- working area clean and tidy, washing up done as necessary, all equipment returned to correct place; safety:- candidate's, equipment, appliances; Correct disposal of waste.</p> | <table border="0"> <tbody> <tr> <td>level 1</td> <td>1-2</td> </tr> <tr> <td>level 2</td> <td>3-5</td> </tr> <tr> <td>level 3</td> <td>6-8</td> </tr> <tr> <td>level 4</td> <td>9-10</td> </tr> </tbody> </table> | level 1 | 1-2 | level 2 | 3-5 | level 3 | 6-8 | level 4 | 9-10 | | |
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| level 3 | 6-8 | | | | | | | | | | | |
| level 4 | 9-10 | | | | | | | | | | | |
| | <p><u>Outcome</u></p> <p>The following should be considered in the presentation of the finished results:</p> <ul style="list-style-type: none"> - finished appearance, garnishing, decoration - texture, flavour, seasoning, colour - temperature, serving dishes - appropriate presentation with a flair for creativity and an aesthetically pleasing outcome. | <table border="0"> <tbody> <tr> <td>level 1</td> <td>1-2</td> </tr> <tr> <td>level 2</td> <td>3-5</td> </tr> <tr> <td>level 3</td> <td>6-8</td> </tr> <tr> <td>level 4</td> <td>9-10</td> </tr> </tbody> </table> | level 1 | 1-2 | level 2 | 3-5 | level 3 | 6-8 | level 4 | 9-10 | | |
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| level 3 | 6-8 | | | | | | | | | | | |
| level 4 | 9-10 | | | | | | | | | | | |

| Evaluation | Candidates should evaluate the completed assignment by identifying strengths and weaknesses and making reference to results, cost, use of time, nutritional value and suggestions for improvement. | Marks |
|------------|--|-------|
| | Very few comments on cost, flavour, texture. Few comments confirming or criticising choice of dishes. Superficial reference to nutritional value of dishes. | 1-2 |
| | Reasonable evaluation with comments on the test involved, planning, selection of dishes, organisation of work and full comments on outcome. Basic reference to nutritional value of food included. | 3-5 |
| | A fair appreciation of the strengths and weaknesses of test. Some suggestions for improvements. Reference made to cost, organisation, finished results. Sensible consideration of nutritional value of dishes. | 6-8 |
| | Reasoned judgement on test in relation to flavour, texture and appearance. Comment relating to cost of dishes in relation to task set. A good appreciation of strengths and weaknesses with sensible suggestions for improvement. Detailed consideration of nutritional value of food included. | 9-10 |

Teachers may use Assessment sheet for the Practical Component (EITHER Appendix IIa OR IIb OR IIc) to facilitate marking during the practical sessions.

ASSESSMENT SHEET FOR THE PRACTICAL ASSIGNMENTS

Appendix IIa

Name: _____

Practical number: _____

Total marks awarded (out of 100 marks): _____ Total mark as 7.5%: _____

Instructions: Next to each criterion in each section, tick ✓ in the column which best indicates the level of performance reached by the candidate. The column with the highest amount of ✓ indicates the average level reached by the candidate in each section. Award marks as indicated at the bottom of the column in each section. Add total of each section to obtain the final score obtained by the candidate.

| Choice of dishes | Incorrect | Poor | Good | Marks |
|--------------------------------|----------------|------------------|------------------|-------|
| Recognizes limits of test | | | | |
| Realistic choices | | | | |
| Time kept in mind | | | | |
| Use of local and seasonal food | | | | |
| | 0 marks | 1-2 marks | 3-5 marks | |

| Reasons for choice | Not noticed | Poor | Adequate | Good | Marks |
|--|----------------|------------------|------------------|-------------------|-------|
| Suggests factors to validate choice | | | | | |
| Reference to health and nutritional value | | | | | |
| Reference to economy | | | | | |
| Reference to colour, texture, balance, taste and presentation. | | | | | |
| | 0 marks | 1-3 marks | 4-6 marks | 7-10 marks | |

| Order of work | Poor | Some | Adequate | Good | Marks |
|-----------------------------------|------------------|------------------|------------------|------------------|-------|
| Logical sequence | | | | | |
| Identifies basic steps of recipes | | | | | |
| Includes preparation of self | | | | | |
| Dovetailing | | | | | |
| Effective use of time | | | | | |
| Hygiene and safety | | | | | |
| Clearing and washing up | | | | | |
| Serving at right temperature | | | | | |
| Presentation of work | | | | | |
| | 1-2 marks | 3-4 marks | 5-6 marks | 7-8 marks | |

| Shopping/ Equipment/Materials Requirements List | Not noticed | Limited | Good | Marks |
|---|----------------|---------------|----------------|-------|
| Lists ingredients and quantities | | | | |
| Lists appliances and other materials needed | | | | |
| | 0 marks | 1 mark | 2 marks | |

| Evaluation | Limited | Fair | Good | Excellent | Marks |
|---|------------------|------------------|------------------|-------------------|-------|
| Reference to flavour, texture, appearance | | | | | |
| Cost of dishes | | | | | |
| Reference to use of time | | | | | |
| Identifies weaknesses | | | | | |
| Identifies strengths | | | | | |
| Suggestions for improvement | | | | | |
| Considers nutritive value | | | | | |
| Recipe engineering and its effectiveness | | | | | |
| Comments about outcome | | | | | |
| | 1-2 marks | 3-5 marks | 6-8 marks | 9-10 marks | |

| Preparation | Restricted level | Satisfactory | Good | Very good | Marks |
|--------------------------------------|-------------------------|---------------------|------------------|-------------------|--------------|
| Appearance | | | | | |
| Selection of tools/equipment | | | | | |
| Preparation of items needed | | | | | |
| Correct oven temp. & shelves | | | | | |
| Preparation of fruits and vegetables | | | | | |
| | 1-2 marks | 3-5 marks | 6-7 marks | 8-10 marks | |

| Chosen skill | Restricted | Satisfactory | Good | Excellent | Marks |
|-----------------------------|-------------------|---------------------|------------------|-------------------|--------------|
| Performance in chosen skill | | | | | |
| | 1-2 marks | 3-5 marks | 6-7 marks | 8-10 marks | |

| Production | Restricted level | Satisfactory | Good | Excellent | Marks |
|---------------------------------------|-------------------------|---------------------|-------------------|--------------------|--------------|
| Manipulation of other culinary skills | | | | | |
| Handling of tools/ equipment | | | | | |
| Methods of preparation | | | | | |
| Correct methods of cooking | | | | | |
| | 1-3 marks | 4-7 marks | 8-11 marks | 12-15 marks | |

| Proficiency | Restricted | Satisfactory | Good | Excellent | Marks |
|------------------------------|-------------------|---------------------|------------------|-------------------|--------------|
| Organization of work | | | | | |
| Organization of time | | | | | |
| Safe use of cooker | | | | | |
| Economic use of cooker | | | | | |
| Sensible use of refrigerator | | | | | |
| | 1-2 marks | 3-5 marks | 6-8 marks | 9-10 marks | |

| Procedures | Restricted | Satisfactory | Good | Excellent | Marks |
|-------------------------------------|-------------------|---------------------|------------------|-------------------|--------------|
| Clean & tidy working area | | | | | |
| Washing up | | | | | |
| Equipment returned to correct place | | | | | |
| Candidate's safety | | | | | |
| Safe use of equipment/appliances | | | | | |
| Correct disposal of waste | | | | | |
| | 1-2 marks | 3-5 marks | 6-8 marks | 9-10 marks | |

| Outcome | Restricted | Satisfactory | Good | Excellent | Marks |
|------------------------|-------------------|---------------------|------------------|-------------------|--------------|
| Appearance | | | | | |
| Garnish/decoration | | | | | |
| Texture | | | | | |
| Flavour/seasoning | | | | | |
| Colour | | | | | |
| Temperature | | | | | |
| Serving dishes | | | | | |
| Aesthetically pleasing | | | | | |
| Creativity | | | | | |
| | 1-2 marks | 3-5 marks | 6-8 marks | 9-10 marks | |

General comment:

University of Malta - Secondary Education Certificate in Home Economics

Appendix IIb

Assessment Mark Sheet for Practical Assignment 1 & 2

Candidate's Name _____

| | |
|----------------------------|----------------------------|
| Pr. Ass. 1 Mark | Pr. Ass. 2 Mark |
| _____ | _____ |
| % | % |

| |
|-------------------------------|
| 15% of Total Marks |
|-------------------------------|

| | Choice of Dishes | Reasons for Choice | Planning of Order of Work | Requirements List | Evaluation of Work |
|----------------------------------|-------------------------|---------------------------|----------------------------------|--------------------------|---------------------------|
| Distribution of Marks | 5 | 10 | 8 | 2 | 10 |
| Candidate's Mark – Ass. 1 | | | | | |
| Candidate's Mark – Ass. 2 | | | | | |

| | Practical Realisation | | | | | | Total |
|----------------------------------|------------------------------|---------------------|-------------------|--------------------|-------------------|----------------|--------------|
| | Preparation | Chosen Skill | Production | Proficiency | Procedures | Outcome | |
| Distribution of Marks | 10 | 10 | 15 | 10 | 10 | 10 | 100 |
| Candidate's Mark – Ass. 1 | | | | | | | |
| Candidate's Mark – Ass. 2 | | | | | | | |

Comment: _____

ASSESSMENT SHEET FOR THE INVESTIGATION

Appendix IV

Name: _____

Total marks awarded (out of 120): _____ Total mark as 15 % (Total marks awarded ÷8): _____

| Criteria for Investigation | Maximum marks | Marks awarded |
|--|--|---------------|
| 1. Choice and analysis of investigation title. i. Chooses a relevant and focused title for the investigation..... Chooses a somehow relevant and focused title for the investigation..... Chooses a non-specific/vague title for the investigation..... ii. Carries out an accurate, brief analysis of the investigation title..... Carries out a brief analysis which is not necessarily accurate..... Brief analysis not presented or completely inaccurate..... | (8 marks) 4-3 marks 2-1 marks 0 marks 4-3 marks 2-1 marks 0 marks | |
| 2. Identification of factors involved in carrying out the investigation. i. Identifies all factors involved as appropriate..... Identifies most factors involved..... Identifies a limited amount of factors No identification of factors / Totally inaccurate..... | (10 marks) 10-9 marks 8-5 marks 4-1 marks 0 marks | |
| 3. Aims. i. Draws up a comprehensive and relevant list of aims..... Draws up a relevant but not comprehensive list of aims..... Draws up a relevant but restricted list of aims..... No evidence of aims / Aims presented not relevant for investigation... ii. Complete reference made to which part of investigation will help candidate reach each aim..... Some reference made to which part of investigation will help candidate reach most aims..... No reference made..... | (14 marks) 10-8 marks 7-4 marks 1-3 marks 0 marks 4-3 marks 2-1 marks 0 marks | |
| 4. Plan of Action. i. Presents a plan of action which is well organized and methodical Presents a plan of action which is not necessarily always accurate and practical..... No evidence of a plan of action ii. Indicates reasonable time frames and identifies suitable resources needed..... Indicates somewhat reasonable time frames and identifies some of the resources needed No evidence or incorrect time frames. No reference to resources needed made..... | (8 marks) 4-3 marks 2-1 marks 0 marks 4-3 marks 2-1 marks 0 marks | |
| 5. Background research. i. Collates background research, using a reasonable selection of sources. Collates background research using limited sources; information given not always relevant..... Carries out research in a restricted manner and which is not necessarily relevant..... No research carried out..... ii. Relevant conclusions drawn..... | (10 marks) 5-4 marks 3-2 marks 1 mark 0 marks 5-4 marks | |

| | | |
|--|-------------------|--|
| Some conclusions drawn, but not necessarily always relevant..... | 3-1 marks | |
| No conclusions drawn..... | 0 marks | |
| 6. Use of technique I. | (12 marks) | |
| i. Introduces the technique, giving reasons for carrying out the technique..... | 2 marks | |
| Identifies technique and gives insufficient reasons for carrying out the technique..... | 1 mark | |
| Technique is not identified and no reasons are given..... | 0 marks | |
| | | |
| ii. Carries out the technique in an effective manner..... | 6-5 marks | |
| Carries out technique in a satisfactory manner..... | 4-3 marks | |
| Carries out technique in a restricted manner..... | 2-1 marks | |
| Technique is not carried out..... | 0 marks | |
| | | |
| iii. Draws detailed conclusions to the result of the technique..... | 4-3 marks | |
| Draws general conclusions to the result of the technique..... | 2 marks | |
| Draws poor conclusions to the result of the technique..... | 1 mark | |
| Does not draw conclusions to the result of the technique..... | 0 marks | |
| 7. Use of technique II. | (12 marks) | |
| i. Introduces the technique, giving reasons for carrying out the technique..... | 2 marks | |
| Identifies technique and gives insufficient reasons for carrying out the technique..... | 1 mark | |
| Technique is not identified and no reasons are given..... | 0 marks | |
| | | |
| ii. Carries out the technique in an effective manner..... | 6-5 marks | |
| Carries out technique in a satisfactory manner..... | 4-3 marks | |
| Carries out technique in a restricted manner..... | 2-1 mark/s | |
| Technique is not carried out..... | 0 marks | |
| | | |
| iii. Draws detailed conclusions to the result of the technique..... | 4-3 marks | |
| Draws general conclusions to the result of the technique..... | 2 marks | |
| Draws poor conclusions to the result of the technique..... | 1 mark | |
| Does not draw conclusions to the result of the technique..... | 0 marks | |
| 8. Discussion of results. | (16 marks) | |
| i. Discusses in detail the outcomes of the results obtained..... | 16-11 marks | |
| Discusses briefly the outcomes of the results obtained..... | 10-5 marks | |
| Reviews poorly the outcomes of the results obtained..... | 4-1 mark/s | |
| No discussion of results..... | 0 marks | |
| 9. Evaluation. | (24 marks) | |
| i. Carries out ongoing evaluation..... | 6-4 marks | |
| Carries out evaluation in parts of the investigation..... | 3-1 marks | |
| No evidence of ongoing evaluation..... | 0 marks | |
| | | |
| ii. Evaluates comprehensively the effectiveness of the planning decisions, methods and results obtained; makes a good appreciation of the strengths and weaknesses of the investigation with sensible suggestions for further work..... | 18-16 marks | |
| Makes a reasonable attempt at analysing and justifying the planning, methods and results obtained, drawing on relevant evidence; shows some understanding of the limitations of the investigation with a few suggestions for further work..... | 15-11 marks | |
| Makes a limited analysis with superficial comments on the planning, methods and results obtained; draws basic conclusions and makes limited suggestions for improvement of work and minor suggestions for further development..... | 10-6 marks | |

| | | |
|---|--|--|
| <p>Makes very poor analysis, with few comments on the planning, methods and results obtained; draws poor conclusions and makes very limited suggestions for improvement of work; makes no reference for further development and shows very limited appreciation of the strengths and weaknesses of the investigation..... No evidence or vague attempts at evaluation of the planning methods and results obtained.....</p> | <p>5-1 mark/s 0 marks</p> | |
| <p>10. Language used and accuracy. Submits an original and self-designed investigation which indicates precise nature of contents in sequential order and with a clear index; writes with considerable accuracy and uses a wide range of specialist terms adeptly and with precision..... Submits an adequately designed investigation with a layout in sequential order and which gives some indication of contents; writes with reasonable accuracy and uses a good range of specialist terms with facility..... Submits a poorly designed investigation which has most its contents inserted in random order and not secured; writes with limits accuracy and uses a limited range of specialist terms appropriately.....</p> | <p>(6 marks) 6-5 marks 4-3 marks 2-1 mark/s</p> | |

Comments: _____
