

## CCEA GCE Specification in Home Economics

For first teaching from September 2008

For first award of AS Level in Summer 2009

For first award of A Level in Summer 2010

Subject Code: 3310

# home economics



## Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE Home Economics specification for first teaching from September 2008.

The AS is the first part of the full advanced GCE course and will be assessed at a standard appropriate for candidates who have completed the first half of the full Advanced GCE course.

The full Advanced GCE comprises the AS and the second half of the Advanced GCE course referred to as A2. However, the AS can be taken as a "stand-alone" qualification without progression to A2.

The A2 will be assessed at a standard appropriate for candidates who have completed a full advanced GCE course and will include synoptic assessment and an element of stretch and challenge.

The Advanced GCE award will be based on aggregation of the marks from the AS (50%) and the A2 (50%).

An A\* will be awarded to the candidates who attain an overall grade A in the qualification and an aggregate of at least 90% of the uniform marks across the A2 units.

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## Contents

<b>1</b>	<b>Introduction</b>	<b>3</b>
1.1	Aims	3
1.2	Key features	3
1.3	Prior attainment	4
1.4	Prohibited combinations	4
<b>2</b>	<b>Specification at a Glance</b>	<b>5</b>
<b>3</b>	<b>Subject Content</b>	<b>6</b>
3.1	Unit AS 1: Nutrition for Optimal Health	6
3.2	Unit AS 2: Priority Health Issues	11
3.3	Unit A2 1: Consumer Issues	14
3.4	Unit A2 2: Research-based Assignment	17
<b>4</b>	<b>Scheme of Assessment</b>	<b>22</b>
4.1	Assessment opportunities	22
4.2	Assessment objectives	22
4.3	Assessment objective weightings	22
4.4	Quality of written communication	22
4.5	Synoptic assessment	23
4.6	Stretch and challenge	23
4.7	Reporting and grading	23
<b>5</b>	<b>Guidance on Internal Assessment</b>	<b>24</b>
5.1	Setting of tasks	24
5.2	Supervision of students	24
5.3	Assessment conditions	24
5.4	Marking and internal standardisation	24
5.5	Moderation	25
<b>6</b>	<b>Links</b>	<b>26</b>
6.1	Support materials	26
6.2	Curriculum objectives	26
6.3	Key skills	27
6.4	Performance descriptions	27
6.5	Examination entries	27
6.6	Students with particular requirements	27
6.7	Disability Discrimination Act (DDA)	27
6.8	Contact details	28
	<b>Summary of Changes since First Issue</b>	<b>29</b>

## 1 Introduction

This specification sets out the content and assessment details for our Advanced Subsidiary (AS) and Advanced Level (A Level) courses in Home Economics. This specification is for first teaching from September 2008. You can view and download the latest version of this specification from our website, [www.ccea.org.uk](http://www.ccea.org.uk).

Students can take the AS course as a final qualification or as the first half of the A Level qualification. If students wish to obtain a full A Level qualification, they must also complete the second half of the course, referred to as A2. We will make the first AS awards for this specification in 2009 and will make the first A Level awards in 2010.

The specification builds on the broad objectives of the revised Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

The central focus of home economics education is the health and wellbeing of people in their everyday living. This involves enabling students to address increasingly complex challenges related to human needs and the management of resources to meet these needs.

Home Economics is concerned with the management of human and non-human resources and with making informed decisions about nutrition and consumer issues.

People need the knowledge, skills and attitudes developed in a study of Home Economics to understand and challenge the way society impacts on their health and wellbeing.

### 1.1 Aims

Students should be encouraged to:

- develop and apply knowledge, understanding and skills to meet human need in a broad range of activities;
- develop an awareness of the management of resources to meet an identified human need in a diverse and ever-changing society, including values issues;
- take account of rapid technological changes and the growth of scientific knowledge and understanding;
- evaluate critically evidence to justify informed decisions;
- use information and communications technology (ICT) where appropriate;
- develop innovative, creative and original ideas through active investigations; and
- make use of their wider knowledge and understanding.

### 1.2 Key features

The key features of the specification are listed below:

- The AS course enables students' to broaden their post-16 education and provides a basis for progression to the full A Level GCE.
- The A Level course provides a good foundation for higher education courses in home economics and related subjects and for a range of interesting careers.

- Both AS and A2 courses are organised into units of manageable content with associated assessment units.
- Through a range of practical and theoretical contexts both the AS and A2 courses enable students to apply the knowledge and understanding gained.
- Assessment of both AS units and one of the A2 units will be through written examination papers, the remaining A2 unit will be a coursework assignment.

### **1.3 Prior attainment**

The AS in Home Economics builds on but does not depend upon the knowledge, understanding and skills developed within GCSE Home Economics and related subjects.

### **1.4 Prohibited combinations**

In any one series of examinations a student may not take examinations on this specification together with examinations on another specification of the same title.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for this specification is 3310.

## 2 Specification at a Glance

The table below summarise the structures of the AS and A Level courses:

Unit	Assessment Format	Duration	Weightings and Marks	Availability
<b>AS 1 Nutrition for Optimal Health</b>	External assessment (compulsory)	1 hour 30 minutes examination	50% of AS 25% of Advanced Level	January and Summer
<b>AS 2 Priority Health Issues</b>	External assessment (compulsory)	1 hour 30 minutes examination	50% of AS 25% of Advanced Level	January and Summer
<b>A2 1 Consumer Issues</b>	External assessment (compulsory)	2 hour examination	25% of Advanced Level	Summer only
<b>A2 2 Research- based assignment</b>	Internal assessment  Students undertake a compulsory 4,000- word research-based assignment. This is assessed by the teacher and externally moderated.		25% of Advanced Level	Every January (beginning in 2011) and Every Summer (beginning in 2010)

### 3 Subject Content

The AS course is divided into two units, AS 1 and AS 2. Students following the A Level course must study two further units, A2 1 and A2 2. The content of each of these units is set out below.

#### 3.1 Unit AS 1: Nutrition for Optimal Health

This unit requires the study of macro and micro-nutrients and other dietary constituents. Nutritional requirements and current dietary recommendations across the life span are also studied.

Content	Learning Outcomes
<b>Protein</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain the functions of protein as a nutrient;</li> <li>• identify plant, animal and novel sources of protein in the diet;</li> <li>• compare <b>and evaluate</b> the nutritional value of <b>plant, animal and novel</b> sources of proteins;</li> <li>• explain the significance of dispensable and indispensable amino acids and how foods may be combined to provide an appropriate balance;</li> <li>• <b>define the term</b> nitrogen balance <b>in relation to protein requirements</b>;</li> </ul>
<b>Fat</b>	<ul style="list-style-type: none"> <li>• explain the functions of fat as a nutrient;</li> <li>• <b>identify</b> the different types of fatty acids (saturated, monounsaturated, polyunsaturated, Omega 3 and Omega 6, trans-fatty acids) in the diet and <b>describe</b> their effect on blood lipoproteins;</li> <li>• explain the role of essential fatty acids in the diet; and</li> <li>• identify and discuss <b>the rationale for</b> current dietary guidelines regarding total fat intake, including saturated and polyunsaturated fat, Omega 3 and Omega 6, and trans-fatty acids..</li> </ul>

Content	Learning Outcomes
<p><b>Carbohydrate</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain the functions of carbohydrate as a nutrient;</li> <li>• identify sources of carbohydrate (intrinsic, extrinsic sugars, <b>non-milk extrinsic sugars (NMES)</b> and complex carbohydrates);</li> <li>• <b>consider the nutritional significance of different sources of carbohydrate;</b></li> <li>• <b>explain the term glycemic index in relation to carbohydrate absorption;</b></li> <li>• identify and discuss <b>the rationale for</b> current dietary guidelines regarding sugar/non-milk extrinsic sugar and complex carbohydrate;</li> </ul>
<p><b>Vitamins</b>            Vitamin A (retinol),            Vitamin D (cholecalciferol),            Vitamin E (tocopherol),            Vitamin K (phylloquinone),            Vitamin B1 (thiamine),            Vitamin B2 (riboflavin),            niacin, Vitamin B6 (pyridoxine),            Vitamin B12 (cobalamin),            folate and Vitamin C</p>	<ul style="list-style-type: none"> <li>• explain the functions of the listed vitamins;</li> <li>• identify valuable sources of the listed vitamins;</li> <li>• consider the effect on health of deficiencies and excesses of each vitamin; <b>and</b></li> <li>• demonstrate a knowledge and understanding of factors affecting bioavailability and absorption of vitamins.</li> </ul>

Content	Learning Outcomes
<p><b>Minerals</b> Calcium, magnesium, phosphorus, potassium and sodium</p> <p><b>Microminerals</b> Fluorine, iodine, iron, selenium and zinc</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain the functions of the listed minerals and microminerals;</li> <li>• identify valuable sources of the listed minerals and microminerals;</li> <li>• consider the effect on health of deficiencies and excesses of each mineral and micromineral;</li> <li>• demonstrate a knowledge and understanding of factors affecting bioavailability and absorption of minerals and microminerals;</li> </ul>
<p><b>Non starch polysaccharides (NSP)</b></p>	<ul style="list-style-type: none"> <li>• explain the functions of soluble and insoluble <b>non starch polysaccharides (NSP)</b> in the diet;</li> <li>• identify food sources of soluble and insoluble NSP;</li> <li>• explain the role of NSP in protecting against the occurrence of disease;</li> <li>• identify and discuss <b>the rationale for</b> current dietary guidelines regarding NSP intake;</li> </ul>
<p><b>Water</b></p>	<ul style="list-style-type: none"> <li>• explain the functions of water in the diet;</li> <li>• identify valuable sources of water in the diet; <b>and</b></li> <li>• <b>explain how to avoid dehydration and discuss the factors that impact on hydration – caffeine, alcohol and physical activity.</b></li> </ul>

Content	Learning Outcomes
<p><b>Nutritional considerations across the life span</b></p> <p>Pregnancy</p> <p>Infancy (0–12 months)</p> <p>School children and adolescents (4–11 years) (12–15 years)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• discuss the specific nutritional requirements in pregnancy;</li> <li>• discuss the foods to restrict or avoid during pregnancy;</li> <li>• demonstrate a knowledge and understanding of the risk to the baby of alcohol consumption in pregnancy;</li> <li>• evaluate the role of micronutrient supplementation in pregnancy;</li> <li>• discuss the health risks for both mother and baby associated with low and excessive weight gain during pregnancy;</li> <li>• discuss the specific nutritional requirements in infancy;</li> <li>• evaluate the decision to breastfeed in relation to the health of mother and baby;</li> <li>• discuss the specific nutritional requirements for schoolchildren and adolescents;</li> <li>• describe the interrelationships between energy intake, physical activity and childhood obesity;</li> <li>• demonstrate knowledge and understanding of the difficulties in achieving good nutrition in school children and adolescents (e.g. peer pressure, preferences for high fat/sugar snacks and drinks);</li> <li>• evaluate the role of supplementation in childhood and adolescence; and</li> <li>• discuss nutritional considerations for oral health in relation to this age group.</li> </ul>



### 3.2 Unit AS 2: Priority Health Issues

This unit requires the study of current research in relation to diet and health, mental health and sexual health. Targets, strategies, initiatives and campaigns for optimising health are also studied.

Content	Learning Outcome
<p><b>Diet and health</b></p> <p>Cardiovascular disease</p> <p>Overweight and obesity</p> <p>Diabetes</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain in detail the dietary and lifestyle factors for cardiovascular disease;</li> <li>• appraise current theories which link dietary factors with the development of cardiovascular disease (e.g. blood lipoproteins, homocysteine);</li> <li>• propose and justify dietary and lifestyle advice for the prevention of cardiovascular disease;</li> <li>• explain the term energy balance;</li> <li>• consider factors which contribute to a positive energy balance;</li> <li>• investigate the current theories linked to the increased prevalence of obesity (e.g. high fat diet, low levels of activity, sleep deficiency);</li> <li>• demonstrate knowledge and understanding of the health risks associated with overweight and obesity;</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain the role of carbohydrate and NSP in the management of diabetes;</li> <li>• examine the role of glycemic index in diabetes management;</li> </ul>

Content	Learning Outcome
Cancer	<ul style="list-style-type: none"> <li>• explain possible dietary factors (e.g. total energy intakes, fat intakes, alcohol) which promote and protect against cancer risk (e.g. NSP, fruit and vegetables, antioxidants);</li> <li>• discuss the links between specific cancers and food choice;</li> <li>• propose and justify dietary and lifestyle advice to reduce the risk of specific cancers;</li> </ul>
<b>Diet and lifestyle targets and strategies for N Ireland</b>	<ul style="list-style-type: none"> <li>• identify the current targets for a healthy diet and lifestyle in N Ireland given in Eating and Health – A Food and Nutrition Strategy for N Ireland 1996, The N Ireland Physical Activity Strategy Action Plan 1998-2002;</li> <li>• discuss the rationale for these two strategies;</li> <li>• demonstrate knowledge and understanding of how these two strategies are being implemented;</li> </ul>
<b>Mental health</b>	<ul style="list-style-type: none"> <li>• identify the current target for mental health in N Ireland;</li> <li>• discuss the rationale and aims of the Promoting Mental Health Strategy and Action Plan 2003–08;</li> <li>• demonstrate knowledge and understanding of how the Promoting Mental Health Strategy is being implemented in N Ireland;</li> <li>• discuss a range of factors which may increase the risk of mental or emotional health problems for:               <ul style="list-style-type: none"> <li>– children (e.g. poor physical environment);</li> <li>– young people (e.g. lack of self esteem);</li> <li>– adults (e.g. poor quality of relationships);</li> <li>– older people (e.g. bereavement); and</li> </ul> </li> </ul>

Content	Learning Outcome
<b>Mental health cont.</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• propose and justify a range of <b>therapies</b> and treatments for mental and emotional health problems (e.g. self help, talking treatments, complimentary therapies);</li> </ul>
<b>Sexual health</b>	<ul style="list-style-type: none"> <li>• explain the reasons why sexual health in N Ireland is poor;</li> <li>• <b>identify the current targets for promoting good sexual health in N Ireland;</b></li> <li>• <b>discuss the rationale and aims of the Sexual Health Promotion Strategy 2008–13;</b></li> <li>• <b>demonstrate knowledge and understanding of how the Sexual Health Promotion Strategy is being implemented in N Ireland;</b> <b>and</b></li> <li>• <b>describe</b> the sexual health services available to individuals in N Ireland.</li> </ul>

### 3.3 Unit A2 1: Consumer Issues

This unit requires the study of consumer issues prevalent in today's society. It involves consideration of factors which affect the ability of consumers to make informed decisions and manage available resources.

Content	Learning Outcomes
<p><b>Food safety issues for the consumer</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• classify food additives according to their function; and</li> <li>• analyse the arguments for and against the use of additives in food (e.g. functions of preservatives and antioxidants, possible side effects of colours in food).</li> <li>• draw conclusions using reasoned arguments for justifying the decision to use additives in food;</li> <li>• explain how the consumer is protected by food additive legislation;</li> <li>• explain the process employed and the committees involved to ensure the safe use of additives in food (e.g. how Acceptable Daily Intake (ADI) is calculated);</li> <li>• explain how food can become contaminated by chemicals used in agriculture (e.g. how pesticides, fertilisers and animal medicines get into the food chain);</li> <li>• explain how food can become contaminated by chemicals used in industry (e.g. how dioxins, radioactivity, metals, food packaging materials can get into the food chain);</li> <li>• consider the threat to food safety of chemicals used in agriculture and industry (e.g. possible short term and long term effect on health of the consumer);</li> <li>• explain how the bacteria most commonly associated with food poisoning outbreaks spread to food (e.g. Campylobacter, Salmonella, Listeria, Escherichia coli);</li> </ul>

Content	Learning Outcomes
<p><b>Food safety issues for the consumer cont.</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain how to prevent the spread of bacteria to food;</li> <li>• explain how the following legislation protects the consumer:               <ul style="list-style-type: none"> <li>- the Food Safety (NI) Order 1991;</li> <li>- the Food Safety (General Food Hygiene) Regulations (NI) 1995; and</li> </ul> </li> <li>• demonstrate knowledge and understanding of the work of the following organisations:               <ul style="list-style-type: none"> <li>- Food Standards Agency;</li> <li>- Environmental Health Department.</li> </ul> </li> </ul>
<p><b>Ethical issues for the consumer</b></p>	<ul style="list-style-type: none"> <li>• analyse the arguments for and against the use of genetic modification in food (e.g. impact on the environment, possible health benefits for consumers);</li> <li>• draw conclusions using reasoned arguments for justifying the decision to produce genetically modified foods;</li> <li>• draw conclusions using reasoned arguments for justifying the decision to choose organic food;</li> <li>• discuss the impact of consumer purchasing decisions on the environment (e.g. environmental implications of buying local produce, organic food, fair trade goods);</li> </ul>
<p><b>Financial management issues for the consumer</b></p>	<ul style="list-style-type: none"> <li>• demonstrate a knowledge and understanding of financial management strategies to achieve financial stability (e.g. budgeting plans, providing for the future, long and short term savings plans);</li> <li>• analyse data relating to interest rates for financial transactions (e.g. comparing store cards and credit cards);</li> <li>• evaluate a range of credit options in relation to long and short term costs, flexibility;</li> <li>• demonstrate the ability to apply credit advice in a range of financial situations (e.g. use of loans by students, use of credit cards and store cards);</li> <li>• explain a range of strategies for dealing with debt</li> </ul>

Content	Learning Outcomes
<p><b>Financial management issues for the consumer</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain how the Consumer Credit Act 1974 protects the consumer; and</li> <li>• demonstrate knowledge and understanding of the work of the Financial Services Authority.</li> </ul>
<p><b>Consumer information</b></p>	<ul style="list-style-type: none"> <li>• analyse the effect of advertising and marketing strategies on consumer buying behaviour (e.g. the effect of food advertising on the health of children);</li> <li>• demonstrate knowledge and understanding of the work of the advertising standards authority;</li> <li>• evaluate the impact of e-commerce on consumer buying behaviour (e.g. financial and security issues of buying goods and services online);</li> <li>• explain how the consumer is protected by the Consumer Protection (Distance Selling) Regulations 2000;</li> <li>• comment on current issues concerning the labelling of food (e.g. nutritional labelling, use of health claims, print size and clarity);</li> <li>• describe the Food Labelling Regulations 1996;</li> </ul>
<p><b>Consumer protection and redress</b></p>	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the work of the following: <ul style="list-style-type: none"> <li>– Consumer Council for Northern Ireland;</li> <li>– Trading Standards Service;</li> <li>– Office of Fair Trading;</li> <li>– Northern Ireland Ombudsman;</li> <li>– regulatory bodies;</li> </ul> </li> <li>• explain how the consumer can take legal action through the Small Claims Court;</li> <li>• explain how the consumer is protected by codes of practice; and</li> <li>• explain how the consumer is protected by the Consumer Protection (NI) Order 1981.</li> </ul>

### 3.4 Unit A2 2: Research-based Assignment

This unit requires the submission of a report on a research based activity which should not exceed 4,000 words. The chosen research area should come from AS 1, AS 2 or A2 1. The assignment should provide opportunities for students to demonstrate appropriate knowledge, understanding and skills demanded by the research process.

In the assignment, the process of research will involve the student in:

- identifying and discussing issues associated with the chosen research area;
- selecting and interpreting appropriate and relevant information;
- analysing information and judging its relevance to the chosen research area;
- planning and conducting primary research;
- presenting and interpreting findings from research undertaken;
- drawing conclusions using reasoned arguments; and
- reflecting on and evaluating the research process.

This unit includes an element of synoptic assessment. Students should demonstrate an understanding of the connections between the different elements of the subject. The assignment should draw together the knowledge, understanding and skills acquired in the different parts of the course.

Content	Learning Outcomes
<p><b>Focus of the research assignment</b></p> <p>Research methodology</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the issues associated with their coursework title;</li> <li>• analyse and critically evaluate the information and outcomes;</li> <li>• present their research findings in report format as outlined below:</li> </ul> <p><b>Title:</b> this should be focused and should clearly identify the precise nature of the research undertaken.</p> <p><b>Abstract:</b> this should be a summary of the entire report. (approximately 150 words)</p> <p><b>Introduction:</b> this should include a rationale for the chosen research area and the research aims and questions. (approximately 250 words)</p> <p><b>Literature review:</b> this should be a clearly referenced review of the information gained from secondary sources. (approximately 1000 words)</p>

Content	Learning Outcomes
<p>Research methodology cont.</p>	<p><b>Methodology:</b> this should be an outline of the research procedure including: (approximately 800 words).</p> <ul style="list-style-type: none"> <li>• a description and justification of the primary research method and tools chosen;</li> <li>• an identification and justification of the sampling technique selected;</li> <li>• a description of ethical considerations if applicable;</li> <li>• consideration of the validity and reliability of the primary research method including any test used to improve the primary research method;</li> <li>• an explanation of the procedure;</li> </ul> <p><b>Results and discussion:</b> research and findings should be discussed and evaluated; to include: (approximately 1,500 words).</p> <ul style="list-style-type: none"> <li>• presentation of results;</li> <li>• a detailed analysis of the results from the primary research, highlighting similarities and comparisons with the findings from secondary sources where possible;</li> <li>• conclusions based on a review of the original research aims, drawing together the key findings from primary and secondary sources;</li> <li>• an evaluation of the research including the relevance and validity of the secondary sources, the effectiveness and validity of the primary research method and the representativeness of the sampling, with suggestions for improvement;</li> <li>• recommendations for future research on the topic;</li> </ul>

Content	Learning Outcomes
Research methodology cont.	<p><b>Bibliography:</b> references should be acknowledged within the text and itemised in a bibliography at the end of the report using the Harvard system.</p> <p><b>Appendices:</b> this should include any evidence that supports the primary research undertaken for example, an original questionnaire or interview schedule, primary research data, an example of letters written and received.</p> <p><b>Presentation:</b> the report should be written in the third person and passive voice; the text should be on one side of A4 paper with the pages numbered and secured in a flat A4 folder; the report should not exceed the limit of 4,000 words, not including the appendices.</p>





## 4 Scheme of Assessment

### 4.1 Assessment opportunities

Students can choose to be assessed in stages during their AS and A Level courses or to leave all assessment to the end of these courses. Section 2 of the specification shows the availability of assessment units.

Students can choose to resit AS and A2 assessment units. The best result for each assessment unit will count towards the AS and A Level qualifications.

Results for each assessment unit can continue to contribute to an AS or A Level qualification while the specification is offered.

### 4.2 Assessment objectives

The specification's assessment objectives are listed below. Students should be able to demonstrate:

- knowledge and understanding of the specified content (AO1);
- the ability to apply knowledge, understanding and skills in a variety of situations and to analyse problems, issues and situations using appropriate skills (AO2);
- the ability to gather, organise and select information, evaluate acquired knowledge and understanding, and present and justify an argument (AO3).

### 4.3 Assessment objective weightings

The assessment objective weightings for each assessment unit and the overall AS and A Level qualifications are set out in the table below.

Assessment Objective	Assessment Unit Weightings				Overall Weightings	
	AS 1	AS 2	A2 1	A2 2	AS	A Level
AO1	30%	25%	20%	20%	27.5%	20%
AO2	50%	55%	50%	50%	52.5%	50%
AO3	20%	20%	30%	30%	20%	30%

### 4.4 Quality of written communication

The assessment units for AS and A Level Home Economics require students to demonstrate their quality of written communication. In particular, students must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners assess the quality of students' written communication in their responses to questions or tasks that require extended writing.

In Home Economics the quality of students' written communication will be assessed within all assessment objectives and assessment units.

#### **4.5 Synoptic assessment**

The A2 assessment units include an element of synoptic assessment. This allows students to demonstrate expertise in the essential knowledge, understanding and skills of Home Economics.

Home Economics synoptic assessment requires students to demonstrate understanding of the connections between:

- the different elements of the subject; and
- their holistic understanding of the subject.

#### **4.6 Stretch and challenge**

Units A2 1: Consumer Issues and A2 2: Research-based Assignment will include opportunities for stretch and challenge. This will be achieved by:

- the use of a variety of stems in questions to elicit a full range of response types (e.g. evaluate, analyse);
- ensuring connectivity between sections of questions;
- providing opportunities for extended writing; and
- providing opportunities for individual independent research in the study of the research-based assignment.

#### **4.7 Reporting and grading**

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit.

AS qualifications are awarded on a five grade scale from A to E with A being the highest. A Level qualifications are awarded on a six grade scale from A\* to E with A\* being the highest. We determine the AS and A Level grades awarded by aggregating the uniform marks obtained on individual assessment units. To be awarded an A\*, candidates will need to achieve a grade A on their full A level qualification and an A\* on the aggregate of their A2 units. For students who fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the performance descriptions published by the regulatory authorities (See Section 6.4).

## 5 Guidance on Internal Assessment

### 5.1 Setting of tasks

You and your students may discuss the choice of activities while paying attention to individual preferences and aptitudes. You should negotiate an appropriately focused activity for research in terms of the intellectual challenge and the connections between:

- the specification content;
- achievable aims;
- the availability of primary and/or secondary sources of information relevant to the research assignment; and
- the time allocated for carrying out the research and writing up the report.

You may assist students with suggestions for areas of research. However, students must initiate the starting point for the research and develop the strategies for undertaking the research assignment.

### 5.2 Supervision of students

Students should work independently when completing their assignment. However, you may provide advice and guidance on any problems they encounter. You should undertake continuing supervision of the work to:

- monitor progress;
- prevent plagiarism and repetition; and
- advise on concise and effective methods of presentation.

You should ensure that the assignment is completed in accordance with the specification requirements and that it can be assessed using the criteria set out on pages 20 and 21.

You will be required to sign a declaration to certify that, to the best of their knowledge, all the work submitted for assessment is the student's own.

### 5.3 Assessment conditions

Home Economics students are expected to complete their research based assignment under conditions that combine both classroom and independent study activities. The internal assessment conditions must ensure reliability and fairness.

### 5.4 Marking and internal standardisation

You should use your professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to students' work. The descriptions assume the continued demonstration of the qualities described in the lower mark bands.

You should award students the appropriate mark within any range on a 'best fit' basis, making allowance for balancing strengths and weaknesses within each response. When making assessments you should follow the procedure set out below:

- Make a broad judgement by identifying the mark band that best describes the student's achievement, for example, Mark Band 4: 19-24 marks.
- This initial judgement should then be further refined. If the criteria have only just been fulfilled then the work is likely to be worth 19-20 marks, the bottom of the mark band.
- If the coursework demonstrates fulfilment of most of the criteria in a reasonably competent manner, then the work is likely to be worth 21-22 marks, the middle of the mark band.
- Where the criteria are very competently fulfilled and some evidence of achievement of the higher mark band may be apparent, then the work may be judged to be worth 23-34 marks, the top of the mark band.

You must annotate internally assessed assignments in detail to ensure fairness for students and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on a candidate record sheet; and
- key pieces of evidence identified throughout the work by annotation either in the margin or in the text.

Sometimes there is more than one teaching group in the subject. In this case the centre must carry out internal standardisation of assessments before submitting them to CCEA. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when making assessments. As a result of internal standardisation it may be necessary to adjust individual teachers' marking. This is to bring assessments into line with other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary the total/final mark recorded on the Candidate Record Sheet should be amended.

You may contact us at any stage during the unit if you require advice, assistance or support regarding any aspect of internal assessment. We provide moderators to support groups of centres or to contact individual centres to discuss issues arising from the internally assessed component.

## **5.5 Moderation**

We will issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted us.

## 6 Links

### 6.1 Support materials

We currently provide the following materials to support this specification:

- specimen papers;
- mark schemes; and
- a resource list.

You can obtain details of the support materials currently available through the Home Economics microsite at [www.ccea.org.uk](http://www.ccea.org.uk).

We will expand our range of support materials to include the following:

- schemes of work;
- exemplification of standards; and
- portfolio clinics.

You can find details of our Annual Support Programme of events and materials for Home Economics on our website at [www.ccea.org.uk](http://www.ccea.org.uk).

### 6.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it allows students to develop an understanding of:

- spiritual, moral, ethical, social, legislative, economic and cultural issues by providing opportunities for students to explore issues such as:
  - genetic engineering (A2 1);
  - alcohol consumption during pregnancy (AS 1);
  - consumer legislation (A2 1); and
  - religious attitudes to sexual health (AS 2);
- sustainable development and environmental concerns by providing opportunities for students to explore issues such as the impact of consumer purchasing decisions on the environment (A2 1);
- European developments by providing opportunities for students to explore issues such as concerns about food safety (A2 1); and
- health and safety considerations by providing opportunities for students to explore issues such as:
  - the relationships between diet and health (AS 1);
  - risk factors for mental and emotional health (AS 2); and
  - food additive legislation protecting the safety of the consumer (A2 1).

We have designed this specification to be as free as possible from ethnic, gender, religious, political or other forms of bias.

## 6.3 Key skills

This specification provides students with opportunities to develop the following skills at Level 3:

- Application of Number – statistical analysis of data gathered during research based assignment (A2 2);
- Communication – assessed through the student’s quality of written communication in externally assessed units (AS 1, AS 2, A2 1);
- Improving Own Learning and Performance – reflection and evaluation of performance in research based assignment (A2 2);
- Information and Communication Technology – accessing websites to gather information regarding health and consumer issues (AS 1, AS 2, A2 1);
- Problem Solving – explore solutions to a consumer problem such as financial management issues or consumer redress; and
- Working with Others – share responsibilities and working arrangements to effectively carry out a task (AS 1, AS 2, A2 1, A2 2).

## 6.4 Performance descriptions

You can access performance descriptions for the AS and A2 judgemental A/B and E/U boundaries from the QCA website at [www.qca.org.uk](http://www.qca.org.uk).

## 6.5 Examination entries

The following entry codes apply to individual assessment units and the overall AS and A Level cash-ins in Home Economics:

AS 1:	AAN11
AS 2:	AAN12
AS cash-in:	S3312
A2 1:	AAN21
A2 2:	AAN22
A Level cash-in:	A3312

You can view details of how to make entries on our website. Alternatively, you can contact our Entries Team using the details provided in Section 6.8.

## 6.6 Students with particular requirements

We have designed this specification to minimise the need to adjust the assessment of students who have particular requirements. Details of the arrangements you can make for such students are available in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.

## 6.7 Disability Discrimination Act (DDA)

AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document, *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who are Eligible for Adjustments in Examinations*.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. *This will be kept under review and may be amended in the future.*

In A Level Home Economics visually impaired candidates may have difficulties in preparing for the assessments. A practical assistant may be allowed to hold materials or hand equipment

## 6.8 Contact details

The following list provides contact details for relevant members of our staff:

- Specification Support Officer: Nola McLarnon  
(telephone: (028) 9026 1200, extension 2235, email: [nmclarnon@ccea.org.uk](mailto:nmclarnon@ccea.org.uk))
- Officer with Subject Responsibility: Glynis Henderson  
(telephone: (028) 9026 1414, email: [ghenderson@ccea.org.uk](mailto:ghenderson@ccea.org.uk))
- Examination Entries, Results and Certification: **Nichola Laight**  
(telephone: (028) 9026 1262, **extension 2304**, email: [nlaight@ccea.org.uk](mailto:nlaight@ccea.org.uk))
- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution (past papers and support materials) Bernard Trainor  
(telephone: (028) 9026 1242, **extension 2168**, email: [btrainor@ccea.org.uk](mailto:btrainor@ccea.org.uk))
- Support Events and Administration: Events Information Service  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (appeals): Heather Clarke  
(telephone: (028) 9026 1205, **extension 2904**, email [hclarke@ccea.org.uk](mailto:hclarke@ccea.org.uk))

## Summary of Changes since First Issue

(all document changes are marked in red)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	2 July 2009	5	Additions to Availability dates
Version 2	26 June 2009	6–13	Amendments and additions to <b>Content &amp; Learning Outcomes</b> tables under points <b>3.1 and 3.2</b>
Version 2	26 June 2009	20–21	Changes to A2 2 Research-based Assignment Assessment Criteria Grids
Version 2	26 June 2009	28	Amendments to point <b>6.8 Contact Details</b>

