



REVISED GCSE QUALIFICATIONS
Controlled Assessment
Student Guidance

(For first teaching from September 2009)

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GCSE Home Economics Controlled Assessment

Student Guidance Materials

Unit 2: Diet and Health

- You must choose **one** of three controlled assessment tasks and complete parts (a), (b) and (c).
- We recommend that you spend **no more than 25 hours** on this task.

Part (a)

Justification of Choice of Dishes

- Decide upon the dishes you are going to make relevant to your chosen controlled assessment task.
- You must plan and prepare a minimum of three dishes with accompaniments in a 2-2½ hour practical session. Choose the task that interests you most and discuss this with your teacher.
- You must now justify (give your reasons) for choosing your selected dishes. These reasons might include:
 - suitability to the title
 - nutritional content of the dishes
 - aesthetics (appearance, taste, aroma, texture)
 - level of skill involved in making the dishes
 - time taken to prepare
 - cost (where relevant)
 - availability of ingredients
 - any other relevant points.
- The word limit for part (a) is **1000 words maximum**.
- When making your choice think carefully about the skills you have learnt and developed during your course. Take this opportunity to show off your best skills. These might include:
 - pastry making
 - sauce making
 - bread making
 - separating eggs
 - whisking egg whites
 - making custard
 - using equipment e.g. blenders, food processors
 - being well organised
 - managing your cooker
 - preparing ingredients e.g. chopping onions, preparing vegetables.

Planning

- You should now plan for your practical activity. This must include:
 - ingredient lists for each dish. Do not include the method for the dish as this will be in the timeplan
 - a full equipment list including serving dishes
 - a combined shopping list shown under headings:
 - fruit and vegetables
 - dairy
 - meat/fish
 - grocery
 - bakery
 - a **detailed** timeplan showing all that you have to do to complete the practical activity successfully. Your timeplan should be set out in 10 or 15 minute intervals over the 2-2½ hours.

e.g.

Time	Activity	Reminders

- Before your practical session begins you can get yourself ready (wash hands, put on apron etc), collect equipment and ingredients, weigh ingredients, set oven temperature, boil kettle, open tins or prepare your serving table. All other activities should be included in your timeplan.

Part (b)

The Practical Activity

- During the practical activity your teacher will assess you in three areas:

Organisation and Management

- This will include your ability to:
 - select appropriate equipment and materials
 - manage your time effectively
 - follow your timeplan
 - manage your cooker
 - plan ahead
 - keep your preparation area organised and tidy.

Skills

- Your teacher will assess your ability to:
 - demonstrate a wide range of practical skills
 - carry out these skills effectively
 - use equipment correctly
 - handle/prepare ingredients appropriately
 - demonstrate an awareness of food hygiene
 - use ingredients and equipment safely.

Final Outcomes

- When you present your final dishes and accompaniments. Your teacher will assess you on:
 - suitability of serving dishes
 - appearance of finished dishes (colour, garnishes, decoration)
 - aesthetics (taste, texture, aroma)
 - overall final presentation.
- Your finished dishes will be photographed and you should include these photographs in your final report. To get the best results from your photographs place your dishes in natural light against a plain background and take a few shots from different angles.

Part (c)

Evaluation

- You must now evaluate all aspects of the task. This means you must identify your strengths (what you did well), weaknesses (what you did not do so well) and suggest improvements. (What changes would I make? Why would I make these changes? How would I make these changes?) in relation to:
 - the suitability of your chosen dishes
 - your planning for the practical activity
 - your work during the practical
 - your finished dishes.

Presentation

- You should present the completed task as a logical and concise report.
- You should be aware that your teacher will also be assessing your spelling, punctuation, grammar and correct use of subject specific words.

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Student Guidance Materials

Unit 3: Consumer Awareness

- You must choose **one** of three controlled assessment tasks completing parts (a), (b), (c) and (d).
- You should spend **no more than 20 hours** on this task.

Part (a)

Task Analysis

- You must identify and record the issues relating to your chosen task. They can be recorded as a spider diagram or a list. (Issues are the factors that are important to the task which you will need to think about).
- You then need to choose **one** of the most important issues to research further. Check your choice of issue with your teacher.
- You must then give a detailed explanation of why you have chosen this issue to research further.
- The word limit for part (a) is **250 words maximum**.

Part (b)

Research and Viewpoints

- You now need to research your chosen issue using a wide range of sources of information. These could include:
 - textbooks
 - leaflets
 - magazines
 - newspapers
 - internet
 - TV
 - Journals
 - DVD's
 - Videos.
- You must reference all of the sources that you use in your work as you go along and in a bibliography. An example of a reference might be:
 - “Calcium helps to form bones and teeth and is one of the most important minerals” (Examining Food and Nutrition, Ridgewell).
- You should also obtain the viewpoints of two people on your chosen issue. These should be presented in your research along with your own viewpoint and analysed. This means you should explain why these viewpoints are held, e.g. I asked two people their views on this issue – my mum and my friend. My mum replied.....(mum's opinion). I think she has this opinion because.....I asked my friend the same question. She replied.....(friend's opinion). I think she has this opinion because..... I believe.....(your opinion) because.....
- The word limit for part (b) is **1000 words maximum**.

Part (c)

Primary Investigation

- You must now carry out your own primary investigation on your chosen issue/task. This primary investigation might involve:
 - conducting a questionnaire
 - undertaking a survey
 - carrying out interviews.
- You must give a detailed explanation of why you have chosen this type of primary investigation.
- You then need to present your aim(s) and a detailed plan of action for the investigation, i.e. the stages you will follow to successfully complete the investigation, e.g. if you decided to carry out an interview your plan of action might look like this:
 - decide who you are going to interview
 - organise and record the date, time and place of your interview
 - prepare questions for the interview
 - try out the questions on a friend or relative to find out if you will get the information you want
 - re-draft the questions if necessary
 - decide on a method of recording your interview, e.g. making notes, tape
 - carry out the interview
 - write up the interview with questions and responses
 - discuss and analyse your findings
 - draw conclusion from your findings
 - evaluate the task.
- Keep details of any letters, emails, telephone calls, copies of questionnaires, interview questions relating to your investigation. Place this information in your appendix at the end of your report.
- You must carry out your investigation according to your plan of action. When completed you should record your findings in a way that is easy to read and understand. Use interesting ways to present your findings such as:
 - tables of results
 - bar charts
 - responses to interview questions
 - pie charts
 - graphs.

ICT can be used to record your findings and improve your presentation.

- You should discuss and analyse your findings from your primary investigation. This means you should suggest reasons for your findings.
- The word length for part (c) is **1000 words maximum**.

Part (d)

Conclusions and Evaluations

- You must then present your conclusions (what you found out) from all research including:
 - your secondary research of the issue
 - the viewpoints you obtained
 - your primary investigation.
- You must then evaluate all aspects of the task to include:
 - the task analysis
 - your research and viewpoints
 - your primary investigation
 - your conclusions.

When evaluating you must identify your strengths (what you did well), weaknesses (what you did not do so well) and suggest improvements. (What changes would I make? Why would I make these changes? How would I make these changes?).

- The word limit for part (d) is **750 words maximum**.

Presentation

- You should present the completed task as a logical and concise report.
- You must include a bibliography detailing all the sources you have used. This should be placed at the end of the report along with your appendices.
- Details required for the bibliography include:
 - textbooks (title, author, publisher, date of publications)
 - e.g. Examining Food and Nutrition, Ridgewell, J., Heinemann, 1996
 - leaflets (title, source, date of publication)
 - e.g. Eating Well on a Budget, Dairy Council, 2000
 - magazines (name of magazine, title of article, author, date of publication)
 - e.g. Giles, P (September 2008) Cooking on a Shoestring, BBC Good Food
 - newspapers (name of newspaper, title of article, author, date of publication)
 - e.g. Smyth, R (11 November 2008) The Credit Crunch Bites, Belfast Telegraph
 - internet (website address, date accessed)
 - e.g. www.nutrition.org.uk (accessed 25 November 2008).
- You should be aware that your teacher will also be assessing your spelling, punctuation, grammar and correct use of subject specific words.