



CCEA GCSE Specification in Home Economics

For first teaching from September 2009

For first assessment from Summer 2010

For first award in Summer 2011

Subject Code: 3310

home economics

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Home Economics for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Home Economics;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Home Economics; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

We are now offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

The first assessment for the following units will be available in summer 2010:

- Unit 1: Diet and Health, and Consumer Awareness;
- Unit 2: Diet and Health (Controlled Assessment); and
- Unit 3: Consumer Awareness (Controlled Assessment).

We will notify centres in writing of any major changes to this specification.

We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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You may download further copies of this publication from www.ccea.org.uk

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1 Introduction

This specification sets out the content and assessment details for our GCSE Home Economics course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

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

We have designed this specification to meet the regulators' requirements, including the common and GCSE criteria defined in the statutory regulation of external qualifications (QCA/04/1293). It is also designed to help students progress to A Level Home Economics.

1.1 Aims

This specification aims to help students to:

- follow a broad, coherent, satisfying and worthwhile course of study;
- develop the knowledge, understanding and skills (including practical skills) required for home economics;
- develop their knowledge and understanding of human needs within a multicultural society;
- increase their knowledge and understanding of relevant technological and scientific developments;
- develop a critical and analytical approach to decision-making and problem-solving in relation to the specified content;
- examine issues that affect the quality of human life, including an appreciation of diversity;
- evaluate choices and decisions to develop as informed and discerning consumers; and
- actively engage in the processes of home economics to develop as effective and independent learners.

1.2 Key features

The key features of the specification appear below:

- This is now a unitised specification. This means that students have the opportunity to complete any of the three units in the first year of teaching.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- The new specification allows students to progress from the Key Stage 3 subject content to A Level Home Economics and other subject-related courses, where appropriate.
- The subject content in Unit 1 is divided into two manageable components: Diet and Health, and Consumer Awareness.
- The course is assessed through one written paper and two controlled assessment tasks.

1.3 Prior attainment

There is no particular level of attainment required to study this specification. Students are not required to have any prior experience of home economics.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 3310.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: Diet and Health, and Consumer Awareness	<p>External assessment (compulsory)</p> <p>Format: 1 hour 30 minutes examination (single tier)</p> <p>The examination has two sections:</p> <ul style="list-style-type: none"> • Section A: Diet and Health; and • Section B: Consumer Awareness. <p>Short-answer, structured and extended response questions that require extended writing are included in both. All questions are compulsory.</p>	40%	Every Summer (beginning in 2010)
Unit 2: Diet and Health (controlled assessment)	<p>Internal assessment (compulsory)</p> <p>Format: One controlled assessment task:</p> <ul style="list-style-type: none"> • planning activity; • practical activity; and • evaluation activity. 	40%	<p>Every January (beginning in 2011)</p> <p>Every Summer (beginning in 2010)</p>
Unit 3: Consumer Awareness (controlled assessment)	<p>Internal assessment (compulsory)</p> <p>Format: One controlled assessment task:</p> <ul style="list-style-type: none"> • identification of issues; • research-based activity; • primary investigation; and • conclusions and evaluation. 	20%	<p>Every January (beginning in 2011)</p> <p>Every Summer (beginning in 2010)</p>

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

3 Subject Content

Unit 1 of this GCSE course is divided into two components. Students must study the content of both. The content of these components and their respective learning outcomes appears below.

3.1 Unit 1: Diet and Health, and Consumer Awareness

Diet and Health

Students should have opportunities to demonstrate the knowledge, understanding and skills necessary for providing healthy diets for family members throughout life. They should recognise that family members have different dietary needs and that food choice is affected by social, economic, environmental, cultural, physiological and psychological factors.

Content	Learning Outcomes
<p>What's on the Plate?</p> <p>Bread, rice, potatoes and pasta</p> <p>Foods and drinks high in fat and sugar</p> <p>Fruit and vegetables</p> <p>Meat, fish, eggs and beans</p> <p>Milk and dairy foods</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain how the 'Eat Well Plate' (Food Standards Agency) helps consumers achieve a healthy and well-balanced diet; • identify the main nutrients provided by each food group; • discuss the following '8 Tips for Eating Well' (Food Standards Agency) as a way of helping consumers achieve a healthy and well-balanced diet: <ul style="list-style-type: none"> – base your meals on starchy foods; – eat lots of fruit and vegetables; – eat more fish; – cut down on saturated fat and sugar; – try to eat less salt; – get active and try to be a healthy weight; – drink plenty of water; and – don't skip breakfast;
<p>What's in Food?</p> <p>Carbohydrate</p> <p>Fat</p> <p>Protein</p> <p>Minerals (sodium, calcium, iron)</p> <p>Vitamins (A, D, B group, C)</p> <p>Water</p>	<ul style="list-style-type: none"> • identify valuable sources of nutrients and explain the functions of each nutrient; • explain the effects on health of deficiency and excess of each nutrient; and • explain the use of Guideline Daily Amounts (GDAs) in planning healthy, balanced diets.

Content	Learning Outcomes
What's in Food? (cont.)	Students should be able to: <ul style="list-style-type: none"> • discuss the following nutrition essentials: <ul style="list-style-type: none"> – protein: biological value and complementation; – fat: saturated and unsaturated; – carbohydrate: soluble and insoluble non-starch polysaccharide (NSP); and – vitamins and minerals: link between vitamin C and iron, vitamin D and calcium, factors maximising availability of calcium and iron;
What's on the Label?	<ul style="list-style-type: none"> • analyse and use information on food labels: <ul style="list-style-type: none"> – nutrition panel; – list of ingredients; – claims on labels; – dates on labels; – special dietary advice: vegetarian, allergy; and – front of pack labelling systems;
Ages and Stages Pre-conception and pregnancy Baby/toddler (0–3 years) Child (4–11years) Adolescent (12–18 years) Adults (19–64 years) Older adults (65+ years)	<ul style="list-style-type: none"> • discuss the relevant nutrients required for optimal health at each age and stage; • plan, make and evaluate meals and menus and modify recipes to meet the dietary needs of each age and stage;
Dietary Disorders Coronary heart disease Diabetes Dental caries Hypertension Iron deficiency anaemia Obesity Osteoporosis	<ul style="list-style-type: none"> • discuss the diet and lifestyle factors that may contribute to the development of dietary disorders; • suggest and justify diet and lifestyle advice to manage dietary disorders; • identify the ages and stages most at risk from each of the dietary disorders; and • plan, make and evaluate meals and menus and modify recipes to meet the dietary needs of individuals at risk from dietary disorders.

Content	Learning Outcomes
<p>Special Diets</p> <p>Energy balance and weight management</p> <p>Food intolerance and food allergy</p> <p>Sports nutrition</p> <p>Vegetarian and vegan</p> <p>The Facts Behind the Issues</p> <p>Keeping Food Safe</p> <p>Creativity and Food</p> <p>Developing skills</p> <p>Using equipment</p> <p>Creative use of ingredients</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • suggest and justify diet and lifestyle advice for individuals with special diets; • plan, make and evaluate meals and menus and modify recipes to meet the dietary needs of individuals on special diets; • discuss the potential impact of the following issues on health and lifestyle: <ul style="list-style-type: none"> – fast and convenience foods; – nano foods; – superfoods; and – functional and fortified foods; • explain food safety in relation to: <ul style="list-style-type: none"> – personal hygiene; – food purchase; – food storage; – food preparation; and – ages and stages; • discuss the symptoms, food sources and methods of control for the following food poisoning bacteria: <ul style="list-style-type: none"> – listeria; – salmonella; and – staphylococcus aureus; • outline the protection offered to the consumer by: <ul style="list-style-type: none"> – the Food Safety Act 1990 or the Food Safety (NI) Order 1991; and – the Environmental Health Officer; • demonstrate a range of skills in the preparation, cooking and presentation of food; • select and use kitchen equipment and processes safely; and • creatively respond to food trends when preparing, cooking and presenting food.

Consumer Awareness

Students should have opportunities to apply knowledge, understanding and skills as discerning and effective managers of resources. They should recognise how choices can be influenced by personal, social, cultural, economic and environmental factors.

Content	Learning Outcomes
<p>Being an Effective Consumer</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify who is a consumer; • explain the rights and responsibilities associated with being an effective consumer; • explore the barriers that may prevent individuals from being effective consumers, including: <ul style="list-style-type: none"> – disability; – age; – ethnicity; – knowledge; and – resources; • explain how the following legislation protects consumers when buying goods and services: <ul style="list-style-type: none"> – the Sale and Supply of Goods Act 1994 (as amended by the Sale and Supply of Goods to Consumers Regulations 2002); – the Trade Descriptions Act 1968; – the Consumer Protection (Distance Selling) Regulations 2000; and – the Unfair Trading Regulations 2008; and
<p>What Influences Shopping?</p>	<ul style="list-style-type: none"> • discuss the factors that influence shopping: <ul style="list-style-type: none"> – cultural; – economic; – environmental and ethical; – personal; – physiological; – psychological; and – social.

Content	Learning Outcomes
<p>What Influences Shopping? (cont.)</p> <p>Money Matters</p> <p>Wiser Buyer</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● evaluate the shopping options listed for different types of consumers: <ul style="list-style-type: none"> – independent shops; – internet; – mail order; – markets; – shopping channels; and – supermarkets; ● discuss the impact of marketing on the choice and management of resources; ● discuss the impact of changing lifestyles on the choice and management of resources; ● explain the importance of budgeting for different individuals and families; ● evaluate methods of paying for goods and services; ● outline the consequences of poor financial management for different individuals and families; ● discuss strategies to enable different individuals and families to manage their finances effectively; ● evaluate the quality of information available to consumers from: <ul style="list-style-type: none"> – the media: consumer programmes, magazines and newspapers; – individuals: family, friends and experts; and – the internet; ● identify and explain the purpose of safety and environmental information on labels; and ● justify choices and decisions to develop skills as informed, discerning consumers.

Content	Learning Outcomes
Wiser Buyer (cont.)	<p>Students should be able to:</p> <ul style="list-style-type: none"> • describe the support and information provided for consumers by: <ul style="list-style-type: none"> – the Citizens Advice Bureau/Independent Advice Centre; – the National Consumer Council/General Consumer Council for Northern Ireland; – the Trading Standards Consumerline Service; and – Which?

4 Scheme of Assessment

4.1 Assessment opportunities

You can see the availability of examinations and controlled assessment in Section 2 of this specification.

Candidates studying unitised GCSE qualifications must complete at least 40 percent of the overall assessment requirements as terminal assessment.

Candidates may choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select and communicate their knowledge and understanding of a range of contexts (AO1);
- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks (AO2); and
- analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions (AO3).

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment unit and the overall GCSE qualification.

Assessment Objective	Unit Weighting			Overall Weighting
	Unit 1 Examination	Unit 2 Controlled Assessment	Unit 3 Controlled Assessment	
AO1	15%	10%	5%	30%
AO2	15%	23%	12%	50%
AO3	10%	7%	3%	20%
Total weighting	40%	40%	20%	100%

4.4 Quality of written communication

In GCSE Home Economics, candidates must demonstrate their quality of written communication. In particular, candidates 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 their purpose and to complex subject matter; and

- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners and teachers assess the quality of candidates' written communication in their responses to questions or tasks requiring extended writing. They assess the quality of written communication within all assessment objectives and assessment units in this specification.

4.5 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain on individual assessment units.

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. If candidates fail to attain a grade G or over, we report their results as unclassified (U).

We award grades that match the grade descriptions published by the regulatory authorities (see Section 5).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of home economics.</p> <p>They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.</p> <p>They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of aspects of home economics.</p> <p>They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.</p> <p>They review the evidence available, analysing and evaluating some of the information clearly and with some accuracy. They make judgements and draw appropriate conclusions.</p>
F	<p>Candidates recall, select and communicate knowledge and understanding of basic aspects of home economics.</p> <p>They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks with an awareness of the need for safety and precision. They modify their approach in the light of progress.</p> <p>They review their evidence and draw basic conclusions.</p>

6 Guidance on Assessment

6.1 External assessment

In GCSE Home Economics, Unit 1 is assessed by one 1 hour 30 minutes examination paper. The paper is divided into two sections. Section A focuses on Diet and Health, and Section B focuses on Consumer Awareness. In the paper, candidates respond to short answer, structured and extended writing questions. All questions are compulsory.

6.2 Controlled assessment review

We review our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating. They are designed to support good teaching and learning and to be more manageable for candidates and teachers.

6.3 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- analysing issues and problems;
- identifying, gathering and recording relevant information and evidence;
- analysing and evaluating evidence; and
- making reasoned justifications and presenting conclusions.

6.4 Level of control

Rules for controlled assessment in GCSE Home Economics are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.5 Task setting

The level of control for task setting is high. This means that we set the tasks.

You can find the titles for the controlled assessment tasks for Unit 2 and 3 in Appendix 1. The controlled assessments provide centres with the opportunity to put them in contexts that best suit their specific circumstances. The assessments take place at a date and time suited to individual centres.

6.6 Task taking

The level of control for task taking is medium-high.

Areas of Control	Detail of Control
Authenticity	<p>Candidates should work independently.</p> <p>Candidates should complete all work under informal supervision (with the exception of the practical activity, which is carried out under formal supervision).</p> <p>Candidates may carry out research with limited supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Teachers must ensure that candidates acknowledge and reference any sources used within their text and include a detailed bibliography.</p>
Feedback	<p>Teachers must guide and supervise candidates in relation to the following:</p> <ul style="list-style-type: none"> • monitoring progress; • preventing plagiarism; • ensuring compliance with health and safety requirements; and • ensuring work is completed in accordance with the specification's requirements. <p>Teachers must assess work in accordance with the procedures and marking criteria.</p> <p>If candidates require support and guidance, teachers must reflect this in the mark band that they select in the assessment grid and in the marks that they award.</p>
Time Limit/Word Limit	<p>Unit 2: Diet and Health</p> <p>We recommend that candidates spend no more than 25 hours on this unit:</p> <ul style="list-style-type: none"> • planning a range of dishes relevant to the title (1,000 words max.); • preparing and making the range of dishes chosen (a minimum of three completed in a 2–2 hours 30 minutes exam session on a date suited to the centre); and • evaluating all the aspects of the task (750 words max.).

Areas of Control	Detail of Control
Time Limit/Word Limit (cont.)	Unit 3: Consumer Awareness We recommend that candidates spend no more than 20 hours on this unit: <ul style="list-style-type: none"> • identifying the issues relating to the title (250 words max.); • researching the title using secondary sources (1,000 words max.); • planning and carrying out a primary investigation relating to the title (1,000 words max.); and • drawing conclusions and evaluating all aspects of the task (750 words max.).
Collaboration	Candidates can work in groups, but it is essential that: <ul style="list-style-type: none"> • the teacher be able to identify individual contributions; and • candidates provide an individual response.
Resources	Candidates' access to resources is determined by those available to the centre. Candidates must reference all resources that they access via the internet.

6.7 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment tasks using the marking criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses within each response. When making judgements, they should follow the procedure set out below:

1. Make a broad judgement by identifying the mark band that best describes the candidate's achievement.
2. Further refine this initial judgement.

For example, if a teacher decides that the work best fits Mark Band 4 (16–20 marks), then to refine this decision, they should consider the following:

- If the criteria have only just been fulfilled, then the work is likely to be worth 16–17 marks, the bottom of the mark band.
- If the controlled assessment demonstrates fulfillment of most of the criteria in a reasonably competent manner, then the work is likely to be worth 18 marks, the middle of the mark band.

- Where the criteria are completely fulfilled and some evidence of achievement of the higher mark band is apparent, then the work may be judged to be worth 19–20 marks, the top of the mark band.

Teachers must annotate the controlled assessment in detail to ensure fairness for the candidate 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.

Teachers must also ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website: www.jcq.org.uk

Assessment grids for the controlled assessment tasks are located in Appendix 2 and Appendix 3.

6.8 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring marking 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.

6.9 Moderation

Centres must submit their marks and samples to us by May 1 in any year. We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We 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 to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of controlled assessment. We provide moderators to support groups of centres or to contact individual centres to discuss issues arising from the controlled assessments.

6.10 Drafting/redrafting

Teachers must not correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the controlled assessment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

See Appendix 4 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- schemes of work;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of standards.

You can find our Annual Support Programme of events and materials for Home Economics on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities for students to explore topics such as:
 - environmental and ethical issues that may arise when shopping;
 - consumer rights and responsibilities; and
 - the value of budgeting for individuals/families;
- progress from Key Stage 3 Northern Ireland Curriculum requirements by providing opportunities to explore topics in depth such as:
 - current nutritional advice and implications for health;
 - diet-related disorders; and
 - practical food handling skills;

- develop an understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues by providing opportunities to explore topics such as:
 - the impact of economic factors on choice and management of resources;
 - consumer legislation; and
 - vegetarian diets;
- investigate sustainable development, health and safety considerations, and European developments by providing opportunities to:
 - select and use kitchen equipment and processes to maximise food hygiene and safety;
 - explain the symptoms, food sources and methods of control for food poisoning bacteria;
 - outline the role of the Environmental Health Officer in enforcing food safety legislation; and
 - demonstrate knowledge and understanding of environmental issues in relation to choice of resources;
- develop skills that enhance employability by providing opportunities to:
 - demonstrate a range of skills in the preparation, cooking and presentation of healthy meals;
 - demonstrate knowledge and understanding of basic consumer rights and responsibilities; and
 - identify strategies for families or individuals to manage their finances; and
- make effective use of technology by providing opportunities to:
 - collate and present results from research on a specified issue;
 - create templates for practical work or a recipe archive;
 - evaluate different methods of shopping, for example on the internet; and
 - make appropriate use of equipment when storing, preparing, cooking and serving food.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides opportunities for students to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Application of Number – producing time plans for practical activities;
- Communication – assessed through the students’ quality of written communication in the assessed components;
- Improving Own Learning and Performance – evaluating own performance in controlled assessment tasks;
- Information and Communication Technology – accessing websites for research during controlled assessment tasks;
- Problem-Solving – suggesting strategies to enable different individuals to manage their finances effectively; and

- Working with Others – working in groups to carry out an investigation of a given topic.

You can find details of the current standards and guidance for each of these skills on the QCA website at www.qca.org.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. 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 and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. Students with physical disabilities may find elements of the assessment that require physical manipulation difficult, but this should not pose a barrier to assessment. Similarly, candidates with a visual impairment may find some elements difficult, but not a barrier. For example, activities such as observation could be performed via speech.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity 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*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola McLarnon
(telephone: (028) 9026 1200, extension 2235, email: nmclarnon@ccea.org.uk)
- Officer with Subject Responsibility: Glynis Henderson
(telephone: (028) 9026 1200, email: ghenderson@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Controlled Assessment Tasks for Units 2 and 3 for 2009-2011

Unit 2: Diet and Health

Below are three titles for the Unit 2: Diet and Health controlled assessment. Candidates must complete parts (a), (b) and (c) of **one** of these three titled options.

Task Option 1	Time/Word Limit
<p>The diet of the Mediterranean offers many benefits to health.</p> <p>(a) Plan a range of dishes from a country of your choice.</p> <p>(b) Prepare and make the range of dishes chosen.</p> <p>(c) Evaluate all aspects of the task.</p>	<p>1,000 words max.</p> <p>At least three dishes in 2–2 hours 30 minutes</p> <p>750 words max.</p>

Or

Task Option 2	Time/Word Limit
<p>Adolescents have been criticised for their fast food diet and its implications for their health.</p> <p>(a) Plan a range of healthy dishes that would appeal to adolescents.</p> <p>(b) Prepare and make the range of dishes chosen.</p> <p>(c) Evaluate all aspects of the task.</p>	<p>1,000 words max.</p> <p>At least three dishes in 2–2 hours 30 minutes</p> <p>750 words max.</p>

Or

Task Option 3	Time/Word Limit
<p>The '8 Tips for Eating Well' (Foods Standards Agency) are guidelines to encourage healthy food choices.</p> <p>(a) Plan a range of dishes that reflect the advice given in the '8 Tips for Eating Well'.</p> <p>(b) Prepare and make the range of dishes chosen.</p> <p>(c) Evaluate all aspects of the task.</p>	<p>1,000 words max.</p> <p>At least three dishes in 2–2 hours 30 minutes</p> <p>750 words max.</p>

Unit 3: Consumer Awareness

Below are three titles for the Unit 3: Consumer Awareness controlled assessment. Candidates must complete parts (a), (b), (c), and (d) of **one** of these three titled options.

Task Option 1	Time/Word Limit
<p>Investigate the use of the internet as a method of shopping for families.</p> <p>(a) Identify the issues related to the title.</p> <p>(b) Research the issue using secondary sources.</p> <p>(c) Plan and carry out a primary investigation related to the title.</p> <p>(d) Draw conclusions and evaluate all aspects of the task.</p>	<p>250 words max.</p> <p>1,000 words max.</p> <p>1,000 words max.</p> <p>750 words max.</p>

Or

Task Option 2	Time/Word Limit
<p>Examine the impact of ethical and environmental issues on food choices.</p> <p>(a) Identify the issues related to the title.</p> <p>(b) Research the issue using secondary sources.</p> <p>(c) Plan and carry out a primary investigation related to the title.</p> <p>(d) Draw conclusions and evaluate all aspects of the task.</p>	<p>250 words max.</p> <p>1,000 words max.</p> <p>1,000 words max.</p> <p>750 words max.</p>

Or

Task Option 3	Time/Word Limit
<p>Investigate issues consumers face when using credit as a method of payment for goods and services.</p> <p>(a) Identify the issues related to the title.</p> <p>(b) Research the issue using secondary sources.</p> <p>(c) Plan and carry out a primary investigation related to the title.</p> <p>(d) Draw conclusions and evaluate all aspects of the task.</p>	<p>250 words max.</p> <p>1,000 words max.</p> <p>1,000 words max.</p> <p>750 words max.</p>

Appendix 2

Assessment Criteria for Unit 2: Diet and Health – Planning Activity

	Mark Band 1 Overall Impression: Basic Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear. A limited range of specialist terms is used appropriately. At this level, candidates may require support and guidance to produce:	Mark Range	Mark Band 2 Overall Impression: Adequate Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear. An adequate range of specialist terms is used appropriately. At this level, candidates may require guidance to produce:	Mark Range	Mark Band 3 Overall Impression: Competent Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear. A good range of specialist terms is used appropriately. At this level, candidates may only require little guidance to produce:	Mark Range	Mark Band 4 Overall Impression: Highly Competent Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear. A wide range of specialist terms is used skillfully and with precision. At this level, candidates work independently to produce:	Mark Range	Marks Awarded
Justification of Choice AO1 AO2	A basic and limited justification of choice of final outcomes	1–5	An adequate justification of choice of final outcomes	6–10	A competent justification of choice of final outcomes	11– 15	A highly competent and detailed justification of choice of final outcomes	16–20	
Planning AO2	Planning that includes: <ul style="list-style-type: none"> • Basic ingredient, equipment and shopping lists. Detail lacking • A simple plan of action (timeplan) that lacks sufficient detail 	1–4	Planning that includes: <ul style="list-style-type: none"> • Adequate ingredient, equipment and shopping lists. Some detail may be lacking • A reasonable plan of action (timeplan) with some detail missing 	5–8	Planning that includes: <ul style="list-style-type: none"> • Competent ingredient, equipment and shopping lists. Mostly accurate • A clear plan of action (timeplan) that demonstrates the ability to sequence tasks 	9–12	Planning that includes: <ul style="list-style-type: none"> • Detailed and accurate ingredient, equipment and shopping lists • A detailed and logical plan of action (timeplan) that demonstrates the ability to sequence tasks and identify priorities 	13–16	
0 is awarded for a response not worthy of credit								Total Marks Awarded	
								Total Marks Available	36

Assessment Criteria for Unit 2: Diet and Health – Practical Activity

	Mark Band 1 Overall Impression: Basic At this level, candidates may require support and guidance to:	Mark Range	Mark Band 2 Overall Impression: Adequate At this level, candidates may require guidance to:	Mark Range	Mark Band 3 Overall Impression: Competent At this level, candidates may only require little guidance to:	Mark Range	Mark Band 4 Overall Impression: Highly competent At this level, candidates work independently to:	Mark Range	Marks Awarded
Organisation and Management AO2	Demonstrate basic organisational skills when selecting materials and equipment and managing time	1–3	Demonstrate adequate organisational skills in relation to the task, including selecting appropriate materials and equipment and managing time	4–6	Demonstrate competent organisational skills in relation to the task, including selecting appropriate materials and equipment and managing time	7–9	Demonstrate highly competent organisational skills in relation to the task, including selecting materials and equipment Effectively manage time, showing initiative and the ability to plan ahead.	10–12	
Skills AO2	Demonstrate basic skills appropriate to the task when using equipment and materials	1–3	Demonstrates adequate skills appropriate to the task when using equipment and materials	4–6	Demonstrate a range of skills appropriate to the task with competence when using equipment and materials	7–9	Demonstrate a wide range of skills appropriate to the task with a high degree of competence when using equipment and materials	10–12	
Final Outcomes AO2	Produce a basic outcome that is appropriate to the task and demonstrates a limited standard of finish and presentation	1–4	Produce an adequate outcome which is appropriate and meets the task requirements, and demonstrates a reasonable standard of finish and presentation.	5–8	Produce a competent outcome that is appropriate, clearly meets the task requirements, and demonstrates a competent standard of finish and presentation	9–12	Produce a highly competent outcome that accurately meets the task requirements and demonstrates a high standard of finish and presentation.	13–16	
0 is awarded for a response not worthy of credit							Total Marks Awarded		
							Total Marks Available		40

Assessment Criteria for Unit 2: Diet and Health – Evaluation Activity

	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range	Marks Awarded
	<p>Overall Impression: Basic</p> <p>Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear.</p> <p>A limited range of specialist terms is used appropriately.</p> <p>At this level, candidates may require support and guidance to:</p>		<p>Overall Impression: Adequate</p> <p>Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear.</p> <p>An adequate range of specialist terms is used appropriately.</p> <p>At this level, candidates may require guidance to:</p>		<p>Overall Impression: Competent</p> <p>Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear.</p> <p>A good range of specialist terms is used appropriately.</p> <p>At this level, candidates may only require little guidance to:</p>		<p>Overall Impression: Highly competent</p> <p>Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear.</p> <p>A wide range of specialist terms is used skillfully and with precision.</p> <p>At this level, candidates work independently to:</p>		
<p>Evaluation AO1 AO2 AO3</p>	<p>Produce a basic evaluation of aspects of the task, which may include suitability of choice of dishes, planning and practical activity</p> <p>Identify a limited range of strengths and weaknesses in the application of the process and attempt to suggest improvements</p>	1–5	<p>Produce an adequate evaluation of all aspects of the task, including suitability of choice of dishes, planning and practical activity</p> <p>Identify an adequate range of strengths and weaknesses in the application of the process and suggest improvements</p>	6–10	<p>Produce a competent evaluation of all aspects of the task, including suitability of choice of dishes, planning and practical activity</p> <p>Identify a good range of strengths and weaknesses in the application of the process and suggest improvements</p>	11–15	<p>Produce a highly competent evaluation of all aspects of the task, including suitability of choice of dishes, planning and practical activity</p> <p>Identify a wide range of strengths and weaknesses in the application of the process and suggest perceptive improvement</p>	16–20	
<p>Presentation AO1</p>	<p>Produce a basic report presented with limited success</p>	1	<p>Produce an adequate report, which has been organised concisely with some success</p>	2	<p>Produce a competent report, which has been organised concisely with success</p>	3	<p>Produce a highly competent report, which has been organised coherently and concisely</p>	4	
0 is awarded for a response not worthy of credit							Total Marks Awarded		
							Total Marks Available		

Appendix 3

Assessment Criteria for Unit 3: Consumer Awareness – Research-Based Activity

	Mark Band 1 Overall Impression: Basic Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear. A limited range of specialist terms is used appropriately. At this level, candidates may require support and guidance to:	Mark Range	Mark Band 2 Overall Impression: Adequate Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear. An adequate range of specialist terms is used appropriately. At this level, candidates may require guidance to:	Mark Range	Mark Band 3 Overall Impression: Competent Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear. A good range of specialist terms is used appropriately. At this level, candidates may only require little guidance to:	Mark Range	Mark Band 4 Overall Impression: Highly Competent Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear. A wide range of specialist terms is used skillfully and with precision. At this level, candidates work independently to:	Mark Range	Marks Awarded
Task Analysis AO1	Produce a basic understanding of some of the issues related to the task title with some obvious omissions Produce a limited justification of choice of one issue for further research	1–2	Produce an adequate understanding of the issues related to the task title Produce an adequate justification of choice of one issue for further research	3–4	Produce a competent understanding of a range of issues related to the task title Produce a competent justification of choice of one issue for further research	5–6	Produce a detailed knowledge and thorough understanding of a wide range of issues related to the task title Produce a thorough justification of choice of one issue for further research	7–8	
Research and Viewpoints AO1 AO2	Produce research that uses a limited range of secondary sources to present basic information related to the issue Use with limited success their own and other viewpoints (may be omitted completely)	1–4	Produce research that uses an adequate range of secondary sources to present information related to the issue Make adequate use of their own and other viewpoints related to the issue (some analysis may be evident)	5–8	Produce research that uses a competent range of secondary sources to present and apply information related to the issue Produce a competent analysis of their own and other viewpoints related to the issue	9–12	Produce research that uses a wide range of secondary sources to present and accurately apply information related to the issue Produce a highly competent analysis of their own and other viewpoints related to the issue.	13–16	

Assessment Criteria for Unit 3: Consumer Awareness – Research-Based Activity (cont.)

	Mark Band 1 Overall Impression: Basic Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear. A limited range of specialist terms is used appropriately. At this level, candidates may require support and guidance to produce:	Mark Range	Mark Band 2 Overall Impression: Adequate Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear. An adequate range of specialist terms is used appropriately. At this level, candidates may require guidance to produce:	Mark Range	Mark Band 3 Overall Impression: Competent Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear. A good range of specialist terms is used appropriately. At this level, candidates may only require little guidance to produce:	Mark Range	Mark Band 4 Overall Impression: Highly Competent Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear. A wide range of specialist terms is used skillfully and with precision. At this level, candidates work independently to produce:	Mark Range	Marks Awarded
Primary Investigation AO2 AO3	A basic justification of choice of investigation and plan of action A basic set of results presented with limited analysis of evidence gathered	1–5	An adequate justification of choice of investigation and plan of action An adequate set of results presented with some evidence of accuracy, adequate analysis of evidence gathered	6–10	A competent justification of choice of investigation and plan of action A competent and accurate set of results presented with competent analysis of evidence gathered	11–15	A highly competent justification of choice of investigation and plan of action A comprehensive and accurate set of results presented with detailed and highly competent analysis of evidence gathered	16–20	
Conclusions and Evaluations AO2 AO3	Basic conclusions based on a limited review of research <i>A limited evaluation of the task</i>	1–3	Adequate conclusions based on minimally competent review of research <i>An adequate evaluation of aspects of the task</i>	4–6	Competent conclusions based on an accurate review of research <i>A competent evaluation of all aspects of the task</i>	7–9	Highly competent and substantiated conclusions based on a comprehensive review of research <i>A critical evaluation of all aspects of the task.</i>	10–12	
Presentation AO1	A basic report presented with limited success	1	An adequate report that has been organised with some success	2	A competent report that has been organised concisely with success	3	A highly competent report that has been organised coherently and concisely	4	
0 is awarded for a response not worthy of credit							Total Marks Awarded		
							Total Marks Available		60

Appendix 4

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

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	01-07-09	24	Unit 3 Option 1-3: title changed to issue
Version 2	01-07-09	29	AO2/AO3 Deleted evaluation. And sentence added