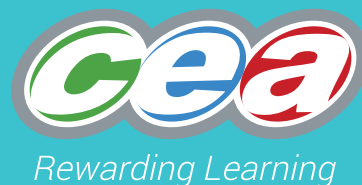


GCSE



CCEA GCSE Specification in Home Economics: Child Development

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: 3330

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Glossary of Terms for Controlled Assessment Regulations

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Assessment Criteria for Unit 3: Investigation Task

Subject Code	3330
QAN	603/0737/7
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1 Introduction

This specification sets out the content and assessment details for our GCSE course in Home Economics: Child Development. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- follow a broad, coherent and worthwhile course of study;
- develop the knowledge, understanding and skills (including practical skills) required for working in the area of child development;
- understand pregnancy, parental responsibilities and young children's overall needs;
- understand how important it is to maintain a healthy lifestyle;
- develop their knowledge and understanding of human needs in 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;
- examine issues that affect the quality of human life, including an appreciation of diversity;
- evaluate decisions so that they develop as informed and discerning consumers;
- make informed decisions about further learning opportunities and career choices; and
- engage actively in studying child development to develop as effective and independent students.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It provides a sound basis for the further study of related subjects.
- The specification is aimed primarily at students aged 14–16 years.
- It gives students opportunities to apply their knowledge and understanding in a variety of contexts.

1.3 Prior attainment

Students do not need to have reached a particular level of attainment before beginning 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 has a national classification code that indicates its subject area. The classification code for this qualification is 3330.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: Parenthood, Pregnancy and the Newborn Baby	External written examination 1 hour 15 mins 75 marks The paper includes multiple-choice, short and structured questions, and questions requiring extended writing.	30%	Summer from 2018
Unit 2: The Development of the Child (0–5 Years)	External written examination 1 hour 15 mins 75 marks The paper includes multiple-choice, short and structured questions, and questions requiring extended writing.	30%	Summer from 2019

Content	Assessment	Weightings	Availability
Unit 3: Investigation Task	Controlled assessment 100 marks Students complete one task from a choice of two. The task has the following parts: • Part A: Analysis and Justification; • Part B: Secondary Research and Analysis of Own Viewpoint; • Part C: Conclusions and Evaluation of Parts A and B; • Part D: Planning and Outcome; and • Part E: Evaluation of Planning and Outcome. Students present the written report on the task in the required format. Teachers mark the task, and we moderate the results.	40%	Summer from 2019 We will issue the title of the task on 1 September of the academic year in which the award is to be made.

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

We have divided this course into three units. The content of each unit and the respective learning outcomes appear below.

3.1 Unit 1: Parenthood, Pregnancy and the Newborn Baby

In this unit, students learn about parental responsibilities, the development of a healthy pregnancy, the stages of labour, birth, and the care of a newborn baby.

Content	Learning Outcomes
The family and parental responsibilities	Students should be able to: • discuss family members' roles and responsibilities; • discuss how family members influence the child's development; • discuss the factors that affect the decision to have a baby; • assess how having a baby affects family life; • demonstrate understanding of children's rights, parental responsibilities and the UN Convention on the Rights of the Child;
Reproduction	• identify the parts of the female and male reproductive systems; • demonstrate knowledge of the functions of the female and male reproductive systems; • explain how the menstrual cycle works; • explain conception; and • explain the functions of the following hormones during pregnancy and childbirth: – progesterone; – oxytocin; – oestrogen; and – prolactin.

Content	Learning Outcomes
Reproduction (cont.)	Students should be able to:
Pregnancy	• evaluate family planning methods and assess the benefits of family planning; • list the causes of and describe the treatments for male and female infertility; • identify the signs of pregnancy and how it is confirmed; • explain the following minor problems associated with pregnancy: – heartburn; – nausea; – tastes and cravings; – constipation; – varicose veins; – dental problems; – oedema; – backache; and – emotional changes; • discuss ectopic pregnancy and miscarriage; • discuss the difference between identical and non-identical twins; • recognise the stages of development of the embryo at week 6 and the fetus at weeks 20 and 40; • describe the development of the fetus at week 14 and at week 28; • discuss healthy brain development in the womb; and • explain the function of the following parts of the pregnancy support system in the uterus: – placenta; – amniotic sac and fluid; – cervix; and – umbilical cord.

Content	Learning Outcomes
Pregnancy (cont.)	Students should be able to: • discuss how antenatal care benefits the mother; • identify the following tests and checks carried out at antenatal appointments and explain the importance of each: – urine test; – blood test; – blood pressure test (high or low, and checking for pre-eclampsia); – weight check; – baby’s heartbeat check; and – screening tests; • discuss the role of a partner during pregnancy; • describe the role of the following health professionals during pregnancy and birth: – doctor (GP); – sonographer; – midwife; – obstetrician; – paediatrician; and – gynaecologist;
Diet and lifestyle during pregnancy	• discuss current government nutritional advice and its relationship to a healthy pregnancy; • explain which foods to avoid during pregnancy; • analyse and evaluate a range of meals for a pregnant woman; • demonstrate knowledge and understanding of food safety and hygiene practices when storing, preparing and cooking foods for pregnant women; and • analyse how alcohol consumption, drug taking and smoking affect the unborn baby.

Content	Learning Outcomes
Diet and lifestyle during pregnancy (cont.) Birth The newborn baby	Students should be able to: • explain how the following diseases affect the unborn baby: – rubella; – chicken pox; – listeriosis; and – toxoplasmosis; • discuss the three stages of labour; • evaluate the following birth options: – home birth; and – hospital birth; • evaluate the types of pain relief available during labour, including medical and complementary; • describe the following types of delivery: – induction; – breech; – forceps; – caesarean; and – ventouse extraction; • analyse the role of the birthing partner; • describe the appearance and physical condition of a newborn baby, including: – average weight; – length and head circumference; – skin and birthmarks; – fontanelle; and – Apgar score; and • identify and describe the following reflexes of a newborn baby: – sucking and swallowing; – rooting; – grasping; – Moro and startle; and – stepping.

Content	Learning Outcomes
The newborn baby (cont.)	Students should be able to: • describe how to meet the following needs of a baby: – warm, safe and clean environment; – sleep; – food; – fresh air; – love and comfort; and – clothing; • explain the postnatal checks for mother and baby; • describe the symptoms of postnatal depression; • explain how to help prevent sudden infant death syndrome (SIDS); • explain the factors to consider when choosing clothing and equipment for a baby; • identify the information on care labels found on babies' clothing; • explain how the Consumer Rights Act 2015 protects the consumer when buying equipment for a baby; • identify quality marks used on clothing and equipment for a baby and explain their benefits to the consumer;
Feeding the newborn baby	• explain how breastfeeding works; • describe how to make a formula feed; • identify the sterilisation methods for bottle feeding; and • evaluate feeding options.

3.2 Unit 2: The Development of the Child (0–5 Years)

In this unit, students learn about the needs of a child and the importance of all aspects of a child's health and development from 0–5 years.

Where possible and appropriate, this unit's subject content should be interrelated with the Unit 1 subject content.

Content	Learning Outcomes
Dietary needs of the child (0–5 years)	Students should be able to: • explain the functions and sources of the following nutrients: – protein; – fats; – carbohydrates; – calcium; – iron; – vitamins A, C and D; and – other dietary constituents, including fibre and water; • demonstrate knowledge and understanding of the current government dietary guidelines for children; • evaluate a range of foods for a child, taking account of current government dietary guidelines; • describe the stages of weaning; and • demonstrate knowledge and understanding of the following: – obesity; – food refusal; – lactose intolerance; and – allergic reactions to food.

Content	Learning Outcomes
Dietary needs of the child (0–5 years) (cont.)	Students should be able to: • explain the following factors to consider when planning meals and choosing food: – the Eatwell Guide; – advertising of food products, including strategies targeting children; – reading and understanding information on food labels; – special dietary requirements; – the carer’s budget, time and skills; – the child’s age and stage of development; and – aesthetics and the child’s food preferences;
Child health and education	• describe the safety measures that parents and carers should take to create a safe environment in the following contexts: – in the home; – in the garden; – on the beach; – in the car; and – as a pedestrian on the road; • identify the following types of accidents that can occur in the contexts above: – falls; – choking; – cuts and bruises; – burns and scalds; and – poisoning; • discuss how to prevent these accidents; • identify the symptoms of the following infectious diseases: – meningitis; – measles; – mumps; – rubella; – chicken pox; and – whooping cough; and • assess the importance of immunisation for children.

Content	Learning Outcomes
Child health and education (cont.)	Students should be able to: • discuss the following factors to consider when caring for a sick child at home: – the types of thermometer used to take temperature; – how to administer medication; and – how to provide a comfortable environment; • explain how to prepare a child for a hospital stay; • demonstrate understanding of the circumstances in which medical help should be sought for a child; • identify and evaluate the following childcare options: – childminder; – day nursery; – relative; and – crèche; • discuss the benefits to a child of attending the following: – a parent and toddler group; – nursery school; and – playgroup; • justify using a named childcare option within a given context; • discuss how to prepare a child for starting school; • explain how the following agencies may support families: – Parenting NI; – the Northern Ireland Childminding Association (NICMA); and – Early Years – the organisation for young children; and • describe how the following health professionals support a mother and child: – doctor (GP); – health visitor; – speech and language therapist; and – paediatrician.

Content	Learning Outcomes
Child development	Students should be able to: • discuss the following factors influencing child development: – a nurturing environment; – positive role models; – the value of education as perceived by the child’s family; – age-appropriate experiences; and – passing on family traditions; • demonstrate knowledge and understanding of the links across the following areas of development: – social development; – physical development; – intellectual development; – communication development; and – emotional development; • demonstrate knowledge and understanding of centile charts; • assess how a child with special needs affects family life: – pressures on family time; – alterations required to the home; – additional medical provision; – financial considerations; and – effect on relationships; and
Social development	• demonstrate knowledge and understanding of the following social skills and how parents, carers and family members can nurture them: – sharing; – taking turns; – following rules; – co-operating; – using good manners; and – being clean and tidy.

Content	Learning Outcomes
Social development (cont.)	Students should be able to: • identify and explain the following stages of play: – solitary; – parallel; – looking-on; – joining-in; and – co-operative; • analyse the role of parents, carers and family members in promoting positive behaviour; • evaluate ways of managing unacceptable behaviour; • demonstrate knowledge and understanding of the role of parents, carers and family members in promoting independence;
Physical development	• demonstrate knowledge and understanding of the development of the following gross motor skills: – head control; – learning to sit; – the prone position; and – learning to walk; • demonstrate knowledge and understanding of the development of fine motor skills; • describe the development of healthy teeth, including the factors that may affect their development; • describe how to relieve teething discomfort; • discuss how to encourage successful toilet training; and • explain the factors to consider when choosing appropriate clothing and footwear for a child.

Content	Learning Outcomes
Intellectual development	Students should be able to: • discuss how to promote healthy brain development; • identify and explain the benefits of the following types of play for the child's overall development; – creative; – imaginative; – physical; and – manipulative; • discuss the role of the following in meeting the child's intellectual needs: – books; – toys; – play materials; – games; – singing; – music; and – technology; • identify and describe the stages in the development of drawing; • demonstrate knowledge and understanding of the stages of number development and how to promote this development;
Communication development	• demonstrate knowledge and understanding of how communication develops, including: – prelinguistic communication; and – linguistic communication; and • explain how to promote the development of communication.

Content	Learning Outcomes
Communication development (cont.)	Students should be able to: • identify the following barriers to communication: – deafness; – visual impairment; – speech disorder; – reluctance to speak; and – communication skill level of parents, carers and family members; and • discuss the following ways to overcome these barriers: – medical intervention; – support from health professionals; – a stimulating environment; – freedom of expression; and – exposure to positive verbal and non-verbal forms of communication;
Emotional development	• demonstrate knowledge and understanding of ways to promote positive emotional well-being; and • analyse how life events affect emotional development and discuss how to manage this impact.

3.3 Unit 3: Investigation Task

In this unit, students carry out a task that develops unique transferable skills. Students use the given task title to choose one issue for further research. They plan and carry out activities to produce an outcome and then evaluate all aspects of the task.

Content	Learning Outcomes
Investigation task	Students should be able to: • demonstrate knowledge, understanding and skills by: – analysing the task title and justifying their choice of issue for further research; – researching the issue using secondary sources and analysing their own viewpoint; – forming conclusions to their research and evaluating their analysis and research; – planning a course of action for the outcome; – carrying out practical activities to produce an outcome; and – evaluating their planning and outcome.

Students must complete all parts.

Part of Task	Description	Skills and Capabilities
Part A: Analysis and Justification 300 words	Students must: • analyse the task title, identifying a range of issues related to the title; • justify their choice of one issue for further research;	Communication Working with Others Problem Solving Managing Information
Part B: Secondary Research and Analysis of Own Viewpoint 1200 words	• research the issue using a range of secondary sources; • select and apply relevant information effectively; and • analyse their own viewpoint on the issue.	Communication Using ICT Problem Solving Managing Information

Part of Task	Description	Skills and Capabilities
Part C: Conclusions and Evaluation of Parts A and B 750 words	Students must: • present conclusions based on a review of their research; • evaluate their own performance in carrying out the task analysis and research;	Communication Problem Solving Managing Information
Part D: Planning and Outcome 375 words	• produce a plan of action, including: – sequencing the activities required; and – identifying all the resources that they need to carry out the task; • produce an outcome that meets the requirements and has a high standard of finish and presentation;	Communication Using Mathematics Self-Management Managing Information Being Creative
Part E: Evaluation of Planning and Outcome 375 words	• evaluate their own performance in planning and producing the outcome, including: – identifying strengths and weaknesses; and – suggesting improvements;	Communication Self-Management Problem Solving Managing Information
Presentation	• present their task on single-sided A4 sheets; • include a bibliography to reference all the sources that they used in the task; • secure their completed task in a flat A4 project file; and • not exceed the word limit.	Communication Using ICT Self-Management Managing Information

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and controlled assessment, see Section 2. There will be one examination series each year, in Summer.

This is a unitised specification; candidates must complete at least 40 percent of the overall assessment requirements at the end of the course, in the examination series in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of the two results will count towards their final GCSE grade unless a unit is required to meet the 40 percent terminal rule. If it is, the more recent mark will count (whether or not it is the better result). Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

There are three assessment objectives for this specification. Candidates must:

- A01** recall, select and communicate their knowledge and understanding of a range of contexts;
- A02** apply knowledge, understanding and skills in a variety of contexts and in planning and carrying out investigations and tasks; and
- A03** analyse and evaluate information, sources and evidence; make reasoned judgements and present conclusions.

4.3 Assessment objective weightings

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

Assessment Objective	Unit Weighting (%)			Overall Weighting (%)
	External Assessment		Controlled Assessment	
	Unit 1	Unit 2	Unit 3	
A01	10	10	10	30
A02	12.5	12.5	20	45
A03	7.5	7.5	10	25
Total Weighting	30	30	40	100

4.4 Quality of written communication

In GCSE Home Economics: Child Development, candidates must demonstrate their quality of written communication. They need to:

- 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 that suit their purpose and complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Quality of written communication is assessed in responses to questions and tasks that require extended writing.

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 in individual assessment units.

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G
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If candidates fail to attain a grade G or above, we report their result as unclassified (U).

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 depends 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	Candidates recall, select and communicate detailed knowledge and thorough understanding of child development. They apply relevant knowledge, understanding and skills in a variety of contexts to plan and carry out investigations and tasks, working safely and with a high degree of precision. 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.
C	Candidates recall, select and communicate sound knowledge and understanding of aspects of child development. They apply suitable knowledge, understanding and skills in a variety of contexts to plan and carry out investigations and tasks, working safely and with precision. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.
F	Candidates recall, select and communicate knowledge and understanding of basic aspects of child development. 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 review the evidence available and may draw basic conclusions.

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

Every year we will issue two controlled assessment tasks to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating. Candidates must choose one of the two tasks. Each task is only available for a single assessment opportunity.

6.2 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;
- making reasoned judgements and presenting conclusions;
- planning and carrying out practical activities; and
- evaluating outcomes.

6.3 Level of control

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

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

6.4 Task setting

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

We will provide centres with details of controlled assessment tasks and guidance on how to complete and submit them.

6.5 Task taking

The level of control for all parts of the task is medium.

Areas of Control	Detail of Control
Supervision	• Candidates should complete all work under informal supervision. • Teachers must ensure that candidates acknowledge and reference any sources that they use in their text and include a detailed bibliography.
Feedback	• Teachers must guide and supervise candidates on the following: – monitoring progress; – preventing plagiarism; – ensuring compliance with health and safety requirements; and – ensuring that work is completed in accordance with this specification's requirements. • Teachers must assess work in accordance with the procedures and marking criteria. • If candidates require support and guidance, teachers must reflect this in the mark band that they select in the assessment criteria grid and in the marks that they award.
Resources	• Candidates' access to resources is determined by those available to the centre. • Centres should limit candidates' access to the resources that they need for the task. • Candidates must reference all online resources.

Areas of Control	Detail of Control
Word Limit	- The word limit for the task is 3000 words, not including the bibliography or referencing of secondary sources. An overall tolerance of +10% will be accepted. - Candidates must state a word count for each section, along with an overall total word count. The following guidance is provided only to help achieve the word limit. - Word limits for the task are: - Part A: Analysis and Justification – 300 words maximum; - Part B: Secondary Research and Analysis of Own Viewpoint – 1200 words maximum; - Part C: Conclusions and Evaluation of Parts A and B – 750 words maximum; - Part D: Planning and Outcome – 375 words maximum; and - Part E: Evaluation of Planning and Outcome – 375 words maximum.
Collaboration	Candidates' work may be informed by working with others for Part A: Analysis, but each candidate must provide an individual response.
Authenticity	- Teachers authenticate the work to confirm that it: - is solely that of the candidate concerned; and - was completed under the required conditions.

6.6 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment task using assessment criteria that we provide. (See Appendix 2 for the assessment criteria for Unit 3.) 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 in each response.

When making judgements, they should follow the procedure set out below:

- make a broad judgement by identifying the mark band that best describes the candidate's achievement; and
- refine this initial judgement.

For example, if a teacher decides that the work best fits Mark Band 4 (19–24 marks), then to refine this decision, they should consider the following:

- if the candidate has only just fulfilled the criteria, then the work is likely to be worth 19–20 marks, the bottom of the mark band;
- if the candidate fulfils 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; and
- if the candidate fulfils the criteria completely and there is some evidence of achieving the higher mark band, then the work may be judged to be worth 23–24 marks, the top of the mark band.

Teachers must annotate the candidate's work 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 the Candidate Record Sheet; and
- key pieces of evidence identified throughout the work by annotation either in the margin or in the text.

Teachers must ensure that the work they mark is the candidate's own.

For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with those of other teachers in the centre; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the final mark on their Candidate Record Sheet.

6.8 Moderation

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

We issue full instructions each year on:

- our moderation procedures;
- which samples we require; and
- the deadlines for submitting marks and samples to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

6.9 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 1 for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessments*, available at www.jcq.org.uk

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication

Students should be able to:

- communicate meaning, feelings and viewpoints in a logical and coherent manner, *for example discussing the importance of immunisation;*
- make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example writing extended responses to questions, and reviewing secondary research for the controlled assessment task;*
- participate in discussions, debates and interviews, *for example evaluating feeding options for a baby;*
- interpret, analyse and present information in oral, written and ICT formats, *for example understanding information on food labels and reading instructions for formula feed;* and
- explore and respond, both imaginatively and critically, to a variety of texts, *for example carrying out research using a range of secondary sources.*

Using Mathematics

Students should be able to:

- use mathematical language and notation with confidence, *for example recording the temperature of bath water and body temperature;*
- use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, *for example calculating how the menstrual cycle works;*
- select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example calculating the estimated delivery date;*
- interpret and analyse a wide range of mathematical data, *for example using centile charts;*
- assess probability and risk in a range of simulated and real-life contexts, *for example analysing and evaluating a range of meals for a pregnant woman, and assessing food safety and hygiene practices when storing, preparing and cooking foods for a pregnant woman; and*
- present mathematical data in a variety of formats which take account of audience and purpose, *for example presenting nutritional data from information on food labels.*

Using ICT

Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example using a range of secondary sources online when researching the controlled assessment task title and when analysing the information on food labels.*

7.2 Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management

Students should be able to:

- plan work, *for example producing a plan of action for the outcome;*
- set personal learning goals and targets to meet deadlines, *for example planning the controlled assessment task to meet given deadlines;*
- monitor, review and evaluate their progress and improve their learning, *for example evaluating the planning and production of the outcome; and*
- effectively manage their time, *for example sequencing activities to produce the outcome.*

Working with Others

Students should be able to:

- learn with and from others through co-operation, *for example engaging in discussion with their teacher and peers to develop their understanding of the requirements for the controlled assessment task;*
- participate in effective teams and accept responsibility for achieving collective goals, *for example working with others to prepare a range of healthy meals for a young child;* and
- listen actively to others and influence group thinking and decision-making, taking account of others' opinions, *for example discussing the role of parents and carers in promoting positive behaviour, and explaining how lifestyle choices affect the unborn baby.*

Problem Solving

Students should be able to:

- identify and analyse relationships and patterns, *for example recognising the changing trends in family life;*
- propose justified explanations, *for example evaluating childcare options;*
- reason, form opinions and justify their views, *for example evaluating the outcome;*
- analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example analysing the use of quality marks on products;*
- analyse and evaluate multiple perspectives, *for example analysing the importance of consumer protection legislation;*
- explore unfamiliar views without prejudice, *for example discussing the roles and responsibilities of family members in a diverse society;*
- weigh up options and justify decisions, *for example evaluating birth options;* and
- apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example managing unacceptable behaviour in a variety of contexts and managing the impact of life events on a child's emotional development.*

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8 Links and Support

8.1 Support

The following resources are available to support this specification:

- our Home Economics microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers and mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- planning frameworks;
- 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 examination performance.

8.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications 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.

8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

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

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

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. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Louise Millar
(email: lmillar@ccea.org.uk)
- Education Manager: Dorothee Wagner
(email: dwagner@ccea.org.uk)
- For a full list of contacts within CCEA visit our website at www.ccea.org.uk/examiner-centre-support/examinations-support/key-contacts

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks May contain one or more tasks
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 organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
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)	Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: - ensuring that the contributions of individual candidates are recorded accurately; and - ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision (Limited 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	A scheme detailing how credit is to be awarded in relation to a particular unit, component or task Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts May also include information about unacceptable answers
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
Task marking	Specifies the way in which credit is awarded for candidates' outcomes Involves the use of mark schemes and/or marking criteria produced by the awarding organisation
Task setting	The specification of the assessment requirements Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.
Task taking	The conditions for candidate support and supervision, and the authentication of candidates' work 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.
Unit	The smallest part of a qualification that is formally reported May comprise separately assessed components

Appendix 2

Assessment Criteria for Unit 3: Investigation Task

Part of Task and Assessment Objective(s)	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
	Overall Impression: Basic Uses spelling, punctuation and the rules of grammar with some accuracy so that the meaning is reasonably clear Uses a limited range of specialist terms appropriately At this level, candidates may require support and guidance		Overall Impression: Adequate Uses spelling, punctuation and the rules of grammar with reasonable accuracy so that the meaning is reasonably clear Uses an adequate range of specialist terms appropriately At this level, candidates may require guidance		Overall Impression: Competent Uses spelling, punctuation and the rules of grammar with considerable accuracy so that the meaning is reasonably clear Uses a good range of specialist terms appropriately At this level, candidates may require little guidance		Overall Impression: Highly Competent Uses spelling, punctuation and the rules of grammar with almost complete accuracy so that the meaning is clear Uses a wide range of specialist terms skilfully and with precision At this level, candidates work independently	

Part of Task and Assessment Objective(s)	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Part A: Analysis and Justification AO1, AO2 and AO3	Presents a basic understanding of some issues related to the task title, with some obvious omissions Presents a limited justification of choice of the issue for further research	1–3	Presents an adequate understanding of issues related to the task title Presents an adequate justification of choice of the issue for further research	4–6	Presents a competent understanding of a range of issues related to the task title Presents a competent justification of choice of the issue for further research	7–9	Presents a highly competent understanding of a wide range of issues related to the task title Presents a comprehensive justification of choice of the issue for further research	10–12
Part B: Secondary Research and Analysis of Own Viewpoint AO1, AO2 and AO3	Produces research using less than four different types of source to present basic information related to the issue States own viewpoint without analysis	1–6 1–2	Produces research using a minimum of four different types of source to present adequate information related to the issue States own viewpoint, with some analysis evident	7–12 3–4	Produces research using a minimum of four different types of source to present and apply information related to the issue Produces a competent analysis of own viewpoint	13–18 5–6	Produces research using more than four different types of source to present and apply effectively, information related to the issue Produces a highly competent analysis of own viewpoint	19–24 7–8

Part of Task and Assessment Objective(s)	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Part C: Conclusions and Evaluation of Parts A and B AO1, AO2 and AO3	Produces basic conclusions to a limited review of research	1–3	Produces satisfactory conclusions to an adequate review of research	4–6	Produces competent conclusions to a good review of research	7–9	Produces highly competent conclusions to a comprehensive review of research	10–12
	Produces a basic evaluation of some aspects of the task, which identifies some strengths and weaknesses	1–3	Produces an adequate evaluation of all aspects of the task, which identifies some strengths and weaknesses, and suggests improvements	4–6	Produces a competent evaluation of all aspects of the task, which identifies relevant strengths and weaknesses, and suggests improvements	7–9	Produces a highly competent evaluation of the task, which identifies strengths and weaknesses in detail, and perceptively suggests improvements	10–12
Part D: Planning and Outcome AO1 and AO2	Produces a basic plan of action that identifies some resources needed to carry out the task	1–2	Produces a simple plan of action that demonstrates some attempt to sequence and identifies resources needed to carry out the task	3–4	Produces a competent plan of action that demonstrates sequencing and identifies resources needed to carry out the task	5–6	Produces a concise, logical plan of action that demonstrates sequencing and clearly identifies all the resources needed to carry out the task	7–8
	Produces a basic outcome that meets the task requirements, with a limited standard of finish and presentation	1–3	Produces an adequate outcome that meets the task requirements, with a reasonable standard of finish and presentation	4–6	Produces a competent outcome that clearly meets the task requirements, with a good standard of finish and presentation	7–9	Produces a highly competent outcome that accurately meets the task requirements, with a high standard of finish and presentation	10–12

Part of Task and Assessment Objective(s)	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Part E: Evaluation of Planning and Outcome AO1, AO2 and AO3	Produces a basic evaluation of planning for and production of the outcome, which identifies some strengths and weaknesses	1–2	Produces an adequate evaluation of planning for and production of the outcome, which identifies some strengths and weaknesses, and suggests improvements	3–4	Produces a competent evaluation of planning for and production of the outcome, which identifies relevant strengths and weaknesses, and suggests improvements	5–6	Produces a highly competent evaluation of planning for and production of the outcome, which identifies strengths and weaknesses in detail, and perceptively suggests improvements	7–8
Presentation	Produces a basic report that has been organised with limited success	1	Produces an adequate report that has been organised concisely with some success	2	Produces a competent report that has been organised concisely	3	Produces a highly competent report that has been organised coherently and concisely	4
Award zero for work not worthy of credit.							Total Marks Available	100



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