

# GCSE Subject Criteria for Home Economics

**WITHDRAWN**

This document has been removed or replaced



September 2011

Ofqual/11/5094

# Contents

|  |   |
|--|---|
| The criteria .....                       | 3 |
| Introduction .....                       | 3 |
| Aims and learning outcomes .....         | 3 |
| Subject content.....                     | 4 |
| Home economics: child development .....  | 5 |
| Home economics: food and nutrition ..... | 5 |
| Home economics: textiles .....           | 6 |
| Assessment objectives .....              | 7 |
| Scheme of assessment .....               | 7 |
| Grade descriptions .....                 | 7 |

## The criteria

### Introduction

GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in a given subject.

They provide the framework within which the awarding organisation creates the detail of the specification.

### Aims and learning outcomes

1. GCSE specifications in Home Economics should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should prepare learners to make informed decisions about further learning opportunities and career choices.
2. GCSE specifications in Home Economics must enable learners to:
  - actively engage in the processes of home economics to develop as effective and independent learners;
  - develop their knowledge and understanding of human needs within a diverse society;
  - develop 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 context;
  - 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.

## **Subject content**

3. The content of GCSE specifications in Home Economics must reflect the learning outcomes.
4. GCSE specifications with Home Economics in the title must require learners to plan and carry out investigations and tasks in which they:
  - analyse issues and problems;
  - identify, gather and record relevant information and evidence;
  - analyse and evaluate evidence;
  - make reasoned judgements and present conclusions.
5. GCSE specifications with Home Economics in the title must require learners to develop their knowledge and understanding of:
  - human needs within a diverse society;
  - relevant technological and scientific developments;
  - the specific content set out below, as required by the title of the qualification.
6. A GCSE specification in Home Economics must require learners to demonstrate knowledge, understanding and application of skills in relation to:

### **Choice and management of resources**

- being discerning consumers and effective managers;
- the choice of resources and how choices can be influenced by personal, social, economic and environmental factors.

and either

### **Family life**

- the concept of the family as a social institution;
- the contribution of family life to the personal and social development of its members;
- the importance of developing and strengthening family relationships;

- the interdependence and interaction among individuals, families and societies.

or

### **Diet and health**

- the provision of healthy diets for family members;
- the different dietary needs of family members;
- the choice of food and how this is affected by social, economic, environmental, physiological and psychological factors

### **Home economics: child development**

7. Specifications must focus on child development from conception to the age of five and require learners to develop knowledge, understanding and skills in relation to:
  - the roles and responsibilities of the family, including factors affecting consumer choice, and their effects on a child's development;
  - pre-conception, conception, pregnancy, birth and post-natal factors relating to the parents and the child;
  - diet and health in relation to babies and young children;
  - the stages of and conditions influencing babies' and young children's:
    - physical development;
    - social and emotional development;
    - intellectual development.
  - support available to the child and family.

### **Home economics: food and nutrition**

8. Specifications must require learners to develop knowledge, understanding and skills in relation to:
  - nutrition, diet and health throughout life;
  - factors affecting consumer choice;

- the nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking;
- food hygiene and safety;
- techniques and skills used in food storage, preparation and cooking.

**Home economics: textiles**

9. Specifications must require learners to develop knowledge, understanding and skills in relation to:
- the classification, sources and properties of fibres, in relation to yarn production and fabric construction;
  - the performance characteristics of textiles;
  - the factors affecting consumer choice;
  - the factors, including cultural factors, influencing creative design;
  - the techniques used in the design, construction and decoration of textiles.

## Assessment objectives

10. All specifications must require learners to demonstrate their ability to:

|            | <b>Assessment objectives</b>  | <b>Weighting</b> |
|------------|---|------------------|
| <b>AO1</b> | Recall, select and communicate their knowledge and understanding of a range of contexts.                                      | 25–35%           |
| <b>AO2</b> | Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. | 40–50%           |
| <b>AO3</b> | Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.                     | 20–30%           |

## Scheme of assessment

11. GCSE specifications in Home Economics must allocate a weighting of 40 per cent to external assessment and a weighting of 60 per cent to controlled assessment in the overall scheme of assessment.
12. Question papers must be targeted at the full range of GCSE grades.

## Grade descriptions

13. 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   |
|----------|---|
| <b>A</b> | <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> |
| <b>C</b> | <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>   |
| <b>F</b> | <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>  |



We wish to make our publications widely accessible. Please contact us if you have any specific accessibility requirements.

First published by the Office of Qualifications and Examinations Regulation in 2011

© Crown copyright 2011

You may re-use this publication (not including logos) free of charge in any format or medium, under the terms of the [Open Government Licence](#). To view this licence, [visit The National Archives](#); or write to the Information Policy Team, The National Archives, Kew, Richmond, Surrey, TW9 4DU; or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is also available on our website at [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Any enquiries regarding this publication should be sent to us at:

|  |                   |
|--|-------------------|
| Office of Qualifications and Examinations Regulation |                   |
| Spring Place   | 2nd Floor         |
| Coventry Business Park                               | Glendinning House |
| Herald Avenue  | 6 Murray Street   |
| Coventry CV5 6UB                                     | Belfast BT1 6DN   |

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346