

# GCE AS and A Level Subject Criteria for Home Economics

**WITHDRAWN**

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## **The criteria**

### **Introduction**

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

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

### **Aims and objectives**

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

### **Subject content**

2. AS and A level specifications in Home Economics should build on knowledge, understanding and skills established in earlier key stages.
3. Specifications should show progression from AS to A2.

### **Knowledge, understanding and skills**

4. In AS and A level specifications, appropriate knowledge, understanding and skills must be set in the contexts of:

- identified human need;
  - resource management;
  - consumer rights and responsibilities.
5. A level specifications should also include:
- an investigative study/research in a chosen focus area.

## **Skills**

### ***Analysis and research***

6. Provide opportunities to:
- identify problems, issues and situations;
  - plan and carry out research, adapting approaches;
  - demonstrate a range of primary and secondary research methods;
  - select appropriate and relevant information;
  - acknowledge valid sources of information;
  - analyse information and judge its relevance.

### ***Interpreting evidence***

7. Provide opportunities to:
- use information effectively;
  - synthesise information and make decisions based on evidence;
  - draw conclusions using reasoned arguments with justification for decisions and actions taken;
  - recognise the interrelationships of factors and issues.

### ***Planning and realisation***

8. Provide opportunities to:
- set clear objectives;
  - manage time and resources effectively;

- prioritise actions, anticipating and overcoming difficulties;
- modify and develop ideas to meet needs;
- progress ideas, evaluating contributions from others and using as appropriate;
- explore creative alternatives and possible new solutions.

### ***Application***

9. Provide opportunities to:
  - set clear objectives;
  - manage time and resources effectively;
  - prioritise actions, anticipating and overcoming difficulties;
  - modify and develop ideas to meet needs;
  - progress ideas by evaluating information and using as appropriate;
  - explore creative alternatives and possible new solutions.

### ***Reflection and evaluation***

10. Provide opportunities to:
  - demonstrate the ability to apply relevant ideas to a variety of situations;
  - use appropriate subject-specific terminology when applying ideas;
  - identify the interrelationships between areas of the specification when applying ideas.
11. Some of the opportunities listed in Section 6 – 10 will be assessed at AS, some at A2 and some will be assessed in both.
12. Progression from AS to A2 is addressed through the emphasis and depth of subject knowledge, understanding and skills within some of the areas above, for example planning and evaluation.
13. It is expected that ICT will be used as appropriate throughout all skill areas..

**Knowledge and understanding – key concepts:**

***Amplification***

14. Learners should demonstrate the application of knowledge and understanding in the following contexts:
- **Identified human need**  
Social, historical, scientific, technological, cultural, physiological, psychological, demographic, economic and environmental facts, concepts and principles;
  - **Lifestyle and resource management**  
The management of resources to meet human need;
  - **Consumer rights and responsibilities**  
Current legislation and relevant developments;
  - **Investigative study/research**  
Independent research based on specification subject content.

**Assessment objectives**

15. The assessment objectives will be addressed across the range of AS and A2 experiences. The assessment objectives are to be weighted in all specifications as indicated.

| <b>Assessment objectives</b> |  | <b>Weighting</b> |
|------------------------------|--|------------------|
| <b>AO1</b>                   | Knowledge and understanding of the specified content.  | 20–30%           |
| <b>AO2</b>                   | The ability to apply knowledge, understanding and skills in a variety of situations and to analyse problems, issues and situations using appropriate skills. | 40–60%           |
| <b>AO3</b>                   | The ability to gather, organise and select information, evaluate acquired knowledge and understanding, and present and justify an argument.                  | 20–30%           |

16. The assessment objectives apply across the whole specification for AS and A level.

## **Scheme of assessment**

17. All specifications should ensure that there is a balance between the weighting of assessment of AS and A level content in the overall A level scheme of assessment.

## **Internal assessment**

18. The maximum weighting in A level specifications for internal assessment is 30 per cent.
19. Internal assessment must include tasks in which learners combine their skills with knowledge and understanding. Such tasks may vary in duration and the emphasis placed on particular assessment objectives may vary between them.
20. Where internal assessment is included, specifications must make clear how reliability and fairness are secured, by setting out requirements that ensure the robustness of each stage of the internal assessment, i.e.:
  - the specific skills to be assessed;
  - setting of tasks;
  - extent of supervision in carrying out of tasks;
  - conditions under which assessment takes place;
  - marking of the assessment and internal standardising procedures;
  - any moderation process.

## **Synoptic assessment**

21. All specifications should include synoptic assessment at A2 to test the learners' understanding of the connections between the different elements of the subject and their holistic understanding of the subject.

**AS performance descriptions for Home Economics**

|  | <b>Assessment objective 1</b>   | <b>Assessment objective 2</b>   | <b>Assessment objective 3</b>   |
|--|---|---|---|
| <b>Assessment objectives</b>                 | Knowledge and understanding of specified content.   | The ability to apply knowledge, understanding and skills in a variety of situations and to analyse problems, issues and situations using appropriate skills.  | The ability to gather, organise and select information, evaluate acquired knowledge and understanding, and present and justify an argument.   |
| <b>A/B boundary performance descriptions</b> | <p>Learners characteristically:</p> <p>a) demonstrate an in-depth knowledge and understanding of the concepts, principles, theories and issues relevant to people presented in the specification content.</p> | <p>Learners characteristically:</p> <p>a) use appropriate subject-specific terminology confidently and accurately;</p> <p>b) demonstrate a high level of competence in an appropriate range of skills during practical activity, if applicable;</p> <p>c) show clear understanding by appropriately applying their knowledge and skills when analysing a variety of different situations.</p> | <p>Learners characteristically:</p> <p>a) display competence in gathering, organising and selecting information and data from a range of primary and secondary sources during coursework, case studies or research-based assignments and/or written papers;</p> <p>b) effectively evaluate their own research-based activities during case studies, if applicable, commenting on the effectiveness of the methodology and the validity of the outcomes while recognising the limitations of both;</p> |

|   |  |   |   |
|---|--|---|---|
|   |  |   | <p>c) present arguments and make reasoned judgements about the relevance of evidence to particular situations and present appropriate, evidenced conclusions.</p>   |
| <p><b>E/U boundary performance descriptions</b></p> | <p>Learners characteristically:</p> <p>a) demonstrate some knowledge and understanding of the concepts, principles, theories and issues relevant to people presented in the specification content.</p> | <p>Learners characteristically:</p> <p>a) show some use of subject-specific terminology;</p> <p>b) demonstrate some competence in an appropriate range of skills during practical activity, (if applicable);</p> <p>c) show their understanding by appropriately applying their knowledge when analysing some situations.</p> | <p>Learners characteristically:</p> <p>a) display competence in gathering and organising information and data from a limited range of primary and secondary sources;</p> <p>b) evaluate their own research-based activities during case studies, if applicable, commenting on the outcomes;</p> <p>c) make judgements about the relevance of evidence to particular situations and present conclusions.</p> |

**A2 performance descriptions for Home Economics**

|  | <b>Assessment objective 1</b>   | <b>Assessment objective 2</b>  | <b>Assessment objective 3</b>  |
|--|---|--|--|
| <b>Assessment objectives</b>                 | Knowledge and understanding of specified content.   | The ability to apply knowledge, understanding and skills in a variety of situations and to analyse problems, issues and situations using appropriate skills.   | The ability to gather, organise and select information, evaluate acquired knowledge and understanding, and present and justify an argument.  |
| <b>A/B boundary performance descriptions</b> | <p>Learners characteristically:</p> <p>a) display in-depth knowledge and understanding of a range of appropriate social, historical, design, scientific and technological facts, concepts and principles during written papers and coursework;</p> <p>b) demonstrate an understanding of relevant theories, legislation and developments;</p> <p>c) display clear knowledge and understanding of the management of resources to meet human needs during</p> | <p>Learners characteristically:</p> <p>a) use appropriate subject-specific terminology confidently and accurately;</p> <p>b) demonstrate a well-developed ability to apply their knowledge, understanding and skills to a variety of situations;</p> <p>c) demonstrate a high level of competence in an appropriate range of skills during practical activity, if applicable;</p> <p>d) analyse the complexity of interrelationships between areas</p> | <p>Learners characteristically:</p> <p>a) select, analyse and interpret information after employing a range of appropriate research methods and show a developed and refined ability to organise material from a range of primary and secondary sources during coursework, case studies or research-based assignments;</p> <p>b) demonstrate the ability to effectively evaluate knowledge, understanding and information from a range of sources;</p> <p>c) evaluate the effectiveness of</p> |

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|  | written papers, coursework or research-based assignments.   | of the specification during coursework, case studies or research-based assignments as well as in written papers;<br><br>e) analyse the effectiveness of their methodology and the validity of the outcomes, recognising the limitations of both. | methodology and the validity of outcomes, recognising the limitations of both, during coursework, case studies or research-based assignments;<br><br>d) communicate clear, objective and accurate conclusions in a concise, logical and relevant manner<br><br>e) present arguments, evaluate and justify judgements, decisions and/or choices;<br><br>f) show a well-developed understanding of the connections and relationships between the different aspects of home economics presented within the specification. |
| <b>E/U boundary performance descriptions</b> | Learners characteristically:<br><br>a) display some relevant knowledge and understanding of social, historical, design, scientific and technological facts; | Learners characteristically:<br><br>a) demonstrate some use of subject-specific terminology;<br><br>b) demonstrate some competence   | Learners characteristically:<br><br>a) gather, organise and select information after employing some basic research methods and show an ability to manage   |

|  |  |  |  |
|--|--|--|--|
|  | <p>b) demonstrate some understanding of relevant theories, legislation and developments;</p> <p>c) display an outline knowledge and understanding of the management of resources to meet human need during written papers, coursework or research-based assignments.</p> | <p>in the skills necessary to address the task during coursework (if applicable);</p> <p>c) demonstrate ability to apply their knowledge, understanding and skills to some situations;</p> <p>d) analyse obvious interrelationships between areas of the specification during case studies or research-based assignments as well in as written papers.</p> | <p>material from a limited range of sources in coursework, case studies or research-based assignments;</p> <p>b) demonstrate a basic ability to evaluate knowledge, understanding and information;</p> <p>c) evaluate the potential of evidence and make some judgements;</p> <p>d) evaluate the validity of outcomes;</p> <p>e) communicate some conclusions in a logical and relevant way;</p> <p>f) present decisions, judgments and/or choices;</p> <p>g) show some understanding of the connections between the different aspects of home economics presented within the specification.</p> |
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