



CCEA Entry Level Specification in Home Economics

For first teaching from September 2015
For first award in Summer 2016

Subject Code: E1090

home economics

Foreword

This booklet contains the specification for CCEA's Entry Level in Home Economics for first teaching from September 2015. We have designed this qualification to meet the requirements for Entry Level 1, 2 and 3.

We will make the first award at unit and at qualification level in Summer 2016.

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

You will find the most up-to-date version of this specification on our website www.ccea.org.uk

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1 Introduction

This specification sets out the content and assessment arrangements for our Entry Level Home Economics course. First teaching begins in September 2015. We will make the first award at unit and at qualification level in Summer 2016.

There are 120 guided learning hours (GLH) for this qualification. This indicates the approximate number of hours needed for teacher-directed learning time and assessment.

1.1 Aims

This specification gives learners the opportunity to:

- enjoy the experience of learning and take pride in their achievements;
- apply their learning in a practical context; and
- develop employability skills.

1.2 Key features

The key features of the specification appear below:

- There are eighteen units available; learners must complete three mandatory units and their choice of optional units worth 60 GLHs to make a total of 120 GLHs.
- All units are available at Entry Levels 1, 2 and 3.
- Learners who achieve a level in all units will receive an overall Entry 1, Entry 2 or Entry 3 qualification.
- The specification provides learners with opportunities to build on knowledge, skills and capabilities developed in Home Economics at Key Stage 3.
- The specification provides a progression route to further learning.
- It develops skills that prepare learners for working and adult life.
- Teachers carry out the assessment and we carry out external moderation.

1.3 Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Levels 1, 2 or 3, GCSE qualifications, or other related training courses.

1.4 Qualification Accreditation Number

Every qualification listed on the Register of Regulated Qualifications is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 601/5585/1.

2 Specification at a Glance

The following table summarises the structure of this qualification. Each level has units relating to Healthy Eating, Family Life and Independent Living. There are three mandatory units. All other units are optional. To achieve our Entry Level Home Economics qualification, learners must complete units with a total of 120 GLHs.

To do this, they must complete:

- the mandatory units (60 GLHs); and
- their choice of optional units that make a total of 60 GLHs.

Learners can achieve Entry Level 1, 2 or 3 in each unit.

Entry 1, 2 and 3

Content		GLH	Assessment and Availability
Healthy Eating	Unit 1: Basic Food Preparation (mandatory unit)	20	Learners must complete a portfolio of evidence. Teachers must assess the work, and we carry out external moderation. Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
	Unit 2: Safety and Hygiene in the Kitchen	10	
	Unit 3: Using Cooking Equipment	10	
	Unit 4: Food Safety and Storage	10	
	Unit 5: Healthy Eating	10	
	Unit 6: Following a Recipe	10	
	Unit 7: Making a Simple Meal	10	
	Unit 8: Planning and Preparing Food for a Special Occasion or Event	10	
	Unit 9: Fast Food	10	
	Unit 10: Foods Around the World	10	
Family Life	Unit 11: Learning through Play (mandatory unit)	20	
	Unit: 12: Child Development (0–5 years)	10	
	Unit 13: Keeping a Young Child Safe	10	
	Unit 14: Living in a Family	10	

Content		GLH	Assessment and Availability
Independent Living	Unit 15: Managing My Money (mandatory unit)	20	Learners must complete a portfolio of evidence.
	Unit 16: What's on a Label?	10	
	Unit 17: Shopping Options	10	Teachers must assess the work, and we carry out external moderation. Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
	Unit 18: Reduce, Reuse, Recycle	10	

3 Qualification Content

3.1 Unit structure of the qualification

To achieve our Entry Level in Home Economics at Entry 1, Entry 2 or Entry 3, learners must complete the mandatory units of 60 GLHs plus their choice of optional units to make a total of 60 GLHs. The overall qualification is made up of units of 120 GLHs.

- **Mandatory units**
 - Unit 1: Basic Food Preparation*
 - Unit 11: Learning through Play*
 - Unit 15: Managing My Money*
- **Optional units**
 - Unit 2: Safety and Hygiene in the Kitchen
 - Unit 3: Using Cooking Equipment
 - Unit 4: Food Safety and Storage
 - Unit 5: Healthy Eating
 - Unit 6: Following a Recipe
 - Unit 7: Making a Simple Meal
 - Unit 8: Planning and Preparing Food for a Special Occasion or Event
 - Unit 9: Fast Food
 - Unit 10: Foods around the World
 - Unit 12: Child Development (0–5 years)
 - Unit 13: Keeping a Young Child Safe
 - Unit 14: Living in a Family
 - Unit 16: What’s on a Label?
 - Unit 17: Shopping Options
 - Unit 18: Reduce, Reuse, Recycle

*These units are 20 GLHs. All other units are 10 GLHs.

The details that follow include:

- unit titles; and
- learning outcomes and assessment criteria for each level.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at that level within the unit. It is acceptable, however, for learners to receive assistance with practical activities where required, in line with the Joint Council for Qualification’s guidance. For more details, see Section 5.5.

3.2 Unit 1: Basic Food Preparation (mandatory unit)

Entry 1

Purpose and aim: This unit develops learners' understanding of how to prepare food for cooking safely and hygienically. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the basic hygiene rules of the kitchen	1.1 wash their hands before food preparation; 1.2 carry out simple, single-step instructions to keep the environment clean;
2. Know how to use basic equipment safely	2.1 identify three items of basic equipment and know how to use these safely with help;
3. Be able to prepare a range of ingredients	3.1 demonstrate two skills used in preparing ingredients with help;
4. Be able to select and prepare ingredients to make a simple dish	4.1 participate in an activity to select and prepare ingredients needed to make a simple dish, for example lentil soup; and 4.2 participate in a group activity to identify what went well during the practical activity and what they could have improved.

Entry 2

Purpose and aim: This unit develops learners' understanding of how to prepare food for cooking safely and hygienically. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the basic hygiene rules of the kitchen	1.1 identify three personal hygiene rules with limited support; 1.2 identify three ways of handling food safely with limited support; and 1.3 follow simple instructions to clean work areas and equipment safely and hygienically.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Know how to use basic equipment safely	2.1 choose and use the correct equipment for a practical task safely and hygienically with limited support;
3. Be able to prepare a range of ingredients	3.1 demonstrate three skills used in preparing ingredients with limited support;
4. Be able to select and prepare ingredients to make a simple dish	4.1 select and prepare ingredients for three simple dishes with limited support, for example fruit salad, apple crumble, or vegetable soup; and 4.2 identify one example of what went well during the practical activity and one example of what they could have improved.

Entry 3

Purpose and aim: This unit develops learners' understanding of how to prepare food for cooking safely and hygienically. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the basic hygiene rules of the kitchen	1.1 identify four personal hygiene rules; 1.2 identify four ways of handling food safely; 1.3 clean work areas and equipment safely and hygienically during and after food preparation;
2. Know how to use basic equipment safely	2.1 choose and use the correct equipment for a practical task safely and hygienically;
3. Be able to prepare a range of ingredients	3.1 demonstrate four skills used in preparing ingredients;
4. Be able to select and prepare ingredients to make a simple dish	4.1 select and prepare the ingredients for four simple dishes, for example apple tart or cupcakes; and 4.2 evaluate their chosen recipe and practical activity and make suggestions for improvements.

3.3 Unit 2: Safety and Hygiene in the Kitchen

Entry 1

Purpose and aim: This unit develops learners' understanding of safety and hygiene rules that they can apply in the home. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know why it is important to be safe and hygienic in the kitchen	1.1 state a main safety and hygiene danger area in the kitchen; 1.2 identify a safety rule for using a knife; 1.3 identify a potential hazard when using electrical equipment in the kitchen;
2. Be able to recognise possible safety and hygiene dangers in the kitchen	2.1 participate in a group activity to identify potential safety and hygiene dangers in a given scenario; 2.2 discuss why these situations are dangerous; 2.3 indicate what they could do to avoid these dangers;
3. Know how to work safely in the kitchen	3.1 participate in a group activity to identify three safety rules in the kitchen; and
4. Know how to work hygienically in the kitchen	4.1 identify three hygiene rules in the kitchen.

Entry 2

Purpose and aim: This unit develops learners' understanding of safety and hygiene rules that they can apply in the home. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know why it is important to be safe and hygienic in the kitchen	1.1 describe three safety and hygiene danger areas in the kitchen; 1.2 list two safety rules for using knives; and 1.3 describe the potential dangers of using electrical equipment in the kitchen.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Be able to recognise possible safety and hygiene dangers in the kitchen	2.1 describe the potential safety and hygiene dangers in a given scenario; 2.2 identify what may happen next in the scenario; 2.3 describe how to avoid each danger in the scenario;
3. Know how to work safely in the kitchen	3.1 list three ways to work safely in the kitchen; 3.2 state one reason why safety in the kitchen is important;
4. Know how to work hygienically in the kitchen	4.1 list three ways to work hygienically in the kitchen; and 4.2 state one reason why hygiene in the kitchen is important.

Entry 3

Purpose and aim: This unit develops learners' understanding of safety and hygiene rules that they can apply in the home. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know why it is important to be safe and hygienic in the kitchen	1.1 identify and explain four safety and hygiene danger areas are in the kitchen; 1.2 list three safety rules for using knives; 1.3 explain how to use electrical equipment safely in the kitchen;
2. Be able to recognise possible safety and hygiene dangers in the kitchen	2.1 identify and explain the potential safety and hygiene dangers in a given scenario; and 2.2 explain how to avoid each danger in the given scenario.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Know how to work safely in the kitchen	3.1 list four safety rules in the kitchen; 3.2 explain two reasons why safety in the kitchen is important;
4. Know how to work hygienically in the kitchen	4.1 list four ways to work hygienically in the kitchen; and 4.2 explain two reasons why hygiene in the kitchen is important.

3.4 Unit 3: Using Cooking Equipment

Entry 1

Purpose and aim: This unit gives learners the opportunity to demonstrate their ability to select and use cooking equipment. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to select appropriate cooking equipment	1.1 select appropriate cooking equipment for two tasks with help;
2. Be able to use a variety of basic cooking equipment safely	2.1 participate in two group activities using two different types of basic cooking equipment; and 2.2 follow health and safety guidelines when using basic cooking equipment with help.

Entry 2

Purpose and aim: This unit gives learners the opportunity to demonstrate their ability to select and use cooking equipment. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to select appropriate cooking equipment	1.1 select the correct cooking equipment for three tasks, with limited support;
2. Be able to use a variety of basic cooking equipment safely	2.1 use three different types of basic cooking equipment, with limited support; and 2.2 follow health and safety guidelines when using cooking equipment, with limited support.

Entry 3

Unit purpose and aim: This unit gives learners the opportunity to demonstrate their ability to select and use cooking equipment. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to select appropriate cooking equipment	1.1 select a range of cooking equipment for four tasks, deciding which is the most suitable;
2. Be able to use a variety of basic cooking equipment safely	2.1 demonstrate a sound knowledge of using four different types of cooking equipment; and 2.2 state three safety guidelines when using cooking equipment.

3.5 Unit 4: Food Safety and Storage

Entry 1

Purpose and aim: This unit develops learners' understanding of the importance of storing and handling food correctly to avoid food poisoning. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about basic food safety and storage	1.1 participate in a group activity to recognise why food safety and storage are important; 1.2 identify two ways to know that food is fresh;
2. Know where food should be stored safely	2.1 participate in a group activity to identify storage areas in the kitchen; 2.2 identify tinned, fresh and frozen foods; 2.3 match these different foods to appropriate storage areas; 2.4 identify a sell-by date or a use-by date;
3. Know the 4 'C's of food safety: – cooking – chilling – cleaning – cross-contamination.	3.1 participate in a group activity to identify the 4 'C's of food safety; and 3.2 give an example of each of the 4 'C's in food preparation.

Entry 2

Purpose and aim: This unit develops learners' understanding of the importance of storing and handling food correctly to avoid food poisoning. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about basic food safety and storage	1.1 state a reason why food safety and storage are important; 1.2 list three ways to know that food is fresh;
2. Know where food should be stored safely	2.1 describe where food should be stored in the kitchen; 2.2 classify a range of foods as tinned, fresh or frozen; 2.3 identify where to store these different foods in the kitchen; 2.4 describe the terms sell-by date and use-by date;
3. Know the 4 'C's of food safety: – cooking – chilling – cleaning – cross-contamination	3.1 describe the importance of the 4 'C's of food safety in food preparation; and 3.2 give two examples of the 4 'C's in food preparation.

Entry 3

Unit purpose and aim: This unit develops learners' understanding of the importance of storing and handling food correctly to avoid food poisoning. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about basic food safety and storage	1.1 explain why food safety and storage are important; 1.2 describe four ways to know that food is fresh;
2. Know where food should be stored safely	2.1 demonstrate where to store food safely in the kitchen; 2.2 classify a range of food as tinned, fresh or frozen; 2.3 explain why these foods should be stored in these areas; 2.4 explain the difference between a sell-by date and a use-by date;
3. Know the 4 'C's of food safety: – cooking – chilling – cleaning – cross-contamination	3.1 explain the importance of the 4 'C's of food safety; and 3.2 give three examples of the 4 'C's in food preparation.

3.6 Unit 5: Healthy Eating

Entry 1

Purpose and aim: This unit develops learners' understanding of the importance of the Eatwell **Guide** and current healthy eating advice. Learners should have the opportunity to plan and prepare a meal that reflects healthy eating advice. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of the Eatwell Guide	1.1 participate in a group activity to label the five sections of the Eatwell Guide ; 1.2 identify a nutrient found in each section, with guidance; 1.3 recognise the largest and smallest sections of the Eatwell Guide and understand why some sections are larger than others; 1.4 state a reason why the Eatwell Guide is important;
2. Know the main healthy eating messages	2.1 participate in a group activity to identify key healthy eating messages related to the eight tips for healthy eating;
3. Plan a meal that reflects healthy eating advice	3.1 participate in a group activity to choose a recipe that reflects healthy eating advice; 3.2 state a reason why their chosen recipe is healthy;
4. Prepare a meal that reflects healthy eating advice	4.1 prepare a healthy dish with help; and 4.2 participate in a group activity to identify what went well during the practical activity and what they could have improved.

Entry 2

Purpose and aim: This unit develops learners' understanding of the importance of the Eatwell **Guide** and current healthy eating advice. Learners should have the opportunity to plan and prepare a meal that reflects healthy eating advice. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of the Eatwell Guide	1.1 label the five sections of the Eatwell Guide and give an example of a food associated with each section; 1.2 identify a nutrient found in each section; 1.3 recognise the contribution each food group makes towards a healthy diet and explain the differences in the size of each group; 1.4 give two reasons why the Eatwell Guide is important;
2. Know the main healthy eating messages	2.1 identify four of the eight tips for healthy eating; 2.2 state why each tip is important;
3. Plan a meal that reflects healthy eating advice	3.1 choose a recipe that reflects healthy eating advice, with guidance; 3.2 explain two reasons for choosing this recipe;
4. Prepare a meal that reflects healthy eating advice	4.1 prepare a healthy dish, with limited support; and 4.2 identify one example of what went well during the practical activity and one example of what they could have improved.

Entry 3

Purpose and aim: This unit develops learners' understanding of the importance of the Eatwell **Guide** and current healthy eating advice. Learners should have the opportunity to plan and prepare a meal that reflects healthy eating advice. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of the Eatwell Guide	1.1 label the five sections of the Eatwell Guide and give food examples associated with each section; 1.2 identify the relevant nutrients found in each section; 1.3 explain the contribution each food group makes towards a healthy diet and justify the differences in the size of each group; 1.4 explain the importance of the Eatwell Guide ;
2. Know the main healthy eating messages	2.1 list the eight tips for healthy eating; 2.2 explain the importance of each tip and an example of how they could achieve them;
3. Plan a meal that reflects healthy eating advice	3.1 choose a recipe that reflects healthy eating advice; 3.2 justify reasons for choosing the recipe;
4. Prepare a meal that reflects healthy eating advice	4.1 prepare a healthy dish independently; and 4.2 evaluate the practical activity and make suggestions for improvements.

3.7 Unit 6: Following a Recipe

Entry 1

Purpose and aim: This unit develops learners' understanding of the parts of a recipe. Learners also have the opportunity to follow a recipe. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the parts of a recipe: – ingredients list – equipment list – method	1.1 participate in a group activity to identify the parts of a recipe; 1.2 identify the ingredients needed to prepare the recipe; 1.3 weigh and prepare basic ingredients with help; 1.4 select the appropriate equipment required to make the recipe with help;
2. Be able to follow a method to prepare a recipe safely and hygienically	2.1 complete a basic recipe in simple steps with the help of visual aids; 2.2 follow safety and hygiene rules with supervision; 2.3 request support when appropriate; and 2.4 serve the completed dish with help.

Entry 2

Purpose and aim: This unit develops learners' understanding of the parts of a recipe. Learners also have the opportunity to follow a recipe. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the parts of a recipe – ingredients list – equipment list – method	1.1 understand that a recipe is made up of different parts; 1.2 select information from a recipe to identify ingredients, method and oven temperature; 1.3 weigh and prepare basic ingredients with limited support; and 1.4 select appropriate equipment for the task with limited support.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Be able to follow a method to complete a recipe safely and hygienically	2.1 follow instructions to prepare a recipe with limited support; 2.2 follow safety and hygiene rules with limited supervision; 2.3 request support, if required; 2.4 be aware of oven timing; and 2.5 serve the completed dish with limited support.

Entry 3

Purpose and aim: This unit develops learners' understanding of the parts of a recipe. Learners also have the opportunity to follow a recipe. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know the parts of a recipe: – ingredients list – equipment list – method	1.1 recognise that a recipe can be made up of different parts; 1.2 demonstrate where to find information in a recipe; 1.3 weigh and prepare ingredients independently; 1.4 select appropriate equipment for the task independently;
2. Be able to follow a method to prepare a recipe safely and hygienically	2.1 follow instructions to prepare a recipe independently; 2.2 follow safety and hygiene rules; 2.3 follow recommended oven timing, if appropriate; and 2.4 serve the completed dish.

3.8 Unit 7: Making a Simple Meal

Entry 1

Purpose and aim: This unit gives learners the opportunity to select and prepare ingredients and know how to use equipment safely. Learners also have the opportunity to serve a simple meal. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Safely and hygienically prepare a simple two-course meal	1.1 participate in a group activity to identify the steps involved in preparing the chosen recipes; 1.2 follow a basic recipe, for example beans on toast, with help; 1.3 follow safety and hygiene rules with supervision; 1.4 select the relevant equipment needed for the chosen meal with help; 1.5 select and prepare the required ingredients with help;
2. Be able to serve a two-course meal	2.1 produce a meal to a competent standard with help; 2.2 serve the meal with help; and 2.3 participate in a group activity to identify what went well during the practical activity and what they could have improved.

Entry 2

Purpose and aim: This unit gives learners the opportunity to select and prepare ingredients and know how to use equipment safely. Learners also have the opportunity to serve a simple meal. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Safely and hygienically prepare a simple two-course meal	1.1 follow recipes, for example pasta bake, identify the steps involved in the chosen recipe and identify critical times or action points; 1.2 follow safety and hygiene rules, with limited supervision; 1.3 select the appropriate equipment needed for the chosen meal; 1.4 follow instructions and guidance to select and prepare ingredients safely;
2. Be able to serve a two-course meal	2.1 produce a meal to a highly competent standard; 2.2 serve the meal with limited support; and 2.3 identify one example of what went well during the practical activity and one example of what they could have improved.

Entry 3

Purpose and aim: This unit gives learners the opportunity to select and prepare ingredients and know how to use equipment safely. Learners also have the opportunity to serve a simple meal. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Safely and hygienically prepare a simple two-course meal	1.1 follow recipes, for example pasta with sauce, and create an individual method or time plan with a sequence of relevant action points and reminders; 1.2 follow hygiene and safety rules independently; 1.3 select and justify their choice of equipment for the chosen meal; 1.4 select and prepare the required ingredients safely and independently;
2. Be able to serve a two-course meal	2.1 produce a meal to an excellent standard; 2.2 serve the meal independently; and 2.3 evaluate the process: the planning, work during the practical and the final outcome, making suggestions for improvement.

3.9 Unit 8: Planning and Preparing Food for a Special Occasion or Event

Entry 1

Purpose and aim: This unit gives learners the opportunity to demonstrate that they can plan and prepare food for a special occasion or event. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Plan food for a special occasion or event	1.1 participate in a group activity to plan food suitable for a special event or occasion, for example a school fundraising event;
2. Prepare food for a special occasion or event safely and hygienically	2.1 follow safety and hygiene rules with supervision; 2.2 participate in a group activity and share tasks to produce a variety of foods, for example sandwiches or biscuits, for a special occasion or event; 2.3 help to serve the prepared foods; and 2.4 participate in a group activity to identify what went well during the practical activity and what they could have improved.

Entry 2

Unit purpose and aim: This unit gives learners the opportunity to demonstrate that they can plan and prepare food for a special occasion or event. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Plan food for a special occasion or event	1.1 plan a menu for a special occasion or event, for example a birthday party or school fundraising event, with supervision; and 1.2 organise a sequence of activities to prepare and serve food with limited support.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Prepare food for a special occasion or event safely and hygienically	2.1 follow basic safety rules with limited supervision to ensure food preparation is safe; 2.2 work as part of a team to produce a variety of foods, for example scones or cakes, suitable for the occasion or event; 2.3 request support when appropriate; 2.4 serve the prepared foods, with limited support; and 2.5 identify one example of what went well in the process of planning, preparing and serving the food and one example of what they could have improved.

Entry 3

Purpose and aim: This unit gives learners the opportunity to demonstrate that they can plan and prepare food for a special occasion or event. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Plan food for a special occasion or event	1.1 plan a menu for a special occasion or event, for example a birthday party or school fundraising event, with limited support; 1.2 plan a sequence of activities to prepare and serve the food;
2. Prepare food for a special occasion or event safely and hygienically	2.1 follow safety and hygiene rules to ensure food preparation is safe; 2.2 work as part of a team to produce a variety of foods suitable for a special occasion or event independently; 2.3 serve the prepared food independently; and 2.4 evaluate the process: the planning, work during the practical and the final outcome, making suggestions for improvement.

3.10 Unit 9: Fast Food

Entry 1

Purpose and aim: This unit develops learners' understanding of why fast food is popular and the effects it has on health. Learners also have the opportunity to prepare a healthy fast food alternative. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand reasons why fast food is so popular	1.1 participate in a group activity to list reasons why fast food is popular;
2. Understand the effects some fast food has on our health	2.1 participate in a group activity to understand the effects some fast food has on our health; 2.2 recognise the levels (high, medium and low) of fat, salt, sugar and fibre found in fast food;
3. Know healthy fast food alternatives	3.1 participate in a group activity to list healthier alternatives to popular fast food;
4. Plan and prepare a healthy fast food alternative	4.1 participate in a group activity to select and prepare a dish from a list of healthy fast food alternatives; and 4.2 state a reason why the chosen dish is healthier than the fast food version.

Entry 2

Purpose and aim: This unit develops learners' understanding of why fast food is popular and the effects it has on health. Learners also have the opportunity to prepare a healthy fast food alternative. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand reasons why fast food is so popular	1.1 explain two reasons why fast food is popular;
2. Understand the effects some fast food has on our health	2.1 explain the effects some fast food has on our health; and 2.2 comment on the nutritional content of some fast food.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Know healthy fast food alternatives	3.1 list healthier alternatives to popular fast food and give reasons why they are healthier;
4. Plan and prepare a healthy fast food alternative	4.1 select and prepare a dish from a list of healthy fast food alternatives, with limited support; and 4.2 explain how their chosen dish is healthier than the fast food version.

Entry 3

Purpose and aim: This unit develops learners' understanding of why fast food is popular and the effects it has on health. Learners also have the opportunity to prepare a healthy fast food alternative. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand reasons why fast food is so popular	1.1 discuss reasons why fast food is popular;
2. Understand the effects some fast food has on our health	2.1 explain the effects some fast food has on our health; 2.2 analyse the nutritional content of fast food;
3. Know healthy fast food alternatives	3.1 list healthier alternatives to popular fast food and justify reasons why they are healthier;
4. Plan and prepare a healthy fast food alternative	4.1 select and prepare a healthy fast food alternative; and 4.2 justify reasons why their chosen fast food alternative is healthier than the fast food version.

3.11 Unit 10: Foods around the World

Entry 1

Purpose and aim: This unit develops learners' understanding of where different foods come from and the influence of culture and traditions on eating habits. Learners also have the opportunity to plan and prepare a dish from a country of their choice. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know where different foods come from	1.1 participate in a group activity to give three examples of foods that come from other countries; 1.2 locate these countries on a map with help; 1.3 state how these foods get to our shops;
2. Know traditional dishes from different countries	2.1 participate in a group activity to give three examples of foods traditionally eaten in other countries; 2.2 indicate how many in the group eat foods or dishes from other countries;
3. Develop an awareness of how culture influences eating habits	3.1 participate in a group activity to identify our local eating habits;
4. Plan and prepare a dish to reflect a chosen country	4.1 participate in a group activity to list examples of dishes from other countries that the class could prepare; 4.2 choose a dish to make and give a reason for choosing it with help; 4.3 prepare the chosen dish safely and hygienically with help; and 4.4 participate in a group activity to identify what went well during the practical activity and what they could have improved.

Entry 2

Purpose and aim: This unit develops learners' understanding of where different foods come from and the influence of culture and traditions on eating habits. Learners also have the opportunity to plan and prepare a dish from a country of their choice. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know where different foods come from	1.1 match three different foods to their countries of origin; 1.2 label these countries on a map; 1.3 describe how these foods get to our shops;
2. Know traditional dishes from different countries	2.1 list three dishes that are traditionally eaten in other countries; 2.2 establish how many of these foods their peers eat;
3. Develop an awareness of how culture influences eating habits	3.1 describe our local customs and traditions; 3.2 outline our local eating habits;
4. Plan and prepare a dish to reflect a chosen country	4.1 list three dishes from other countries that the class could prepare; 4.2 choose a dish to make and explain two reasons for choosing it; 4.3 plan and prepare the chosen dish safely and hygienically with limited support; and 4.4 identify one example of what went well during the practical activity and one example of what they could have improved.

Entry 3

Purpose and aim: This unit develops learners' understanding of where different foods come from and the influence of culture and traditions on eating habits. Learners also have the opportunity to plan and prepare a dish from a country of their choice. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know where different foods come from	1.1 identify four foods that come from other countries; 1.2 name these countries on a map; 1.3 explain how these foods get to our shops;
2. Know traditional dishes from different countries	2.1 list four dishes traditionally eaten in other countries; 2.2 conduct a class survey to establish the popularity of foods or dishes from other countries;
3. Develop an awareness of how culture influences eating habits	3.1 describe our local eating habits; 3.2 explain what is meant by the term 'culture'; 3.3 explain how culture influences our eating habits;
4. Plan and prepare a dish to reflect a chosen country	4.1 list four dishes from other countries that the class could prepare; 4.2 choose a dish to make and explain three reasons for choosing it; 4.3 plan and prepare the chosen dish safely and hygienically; and 4.4 evaluate the practical activity and make suggestions for improvements.

3.12 Unit 11: Learning through Play (mandatory unit)

Entry 1

Purpose and aim: This unit develops learners' understanding of why play is important for a child's development. Learners also have the opportunity to create a practical resource to encourage learning through play. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why play is important for a child's development	1.1 participate in a group activity to identify why play is important for early childhood development;
2. Understand the different types of play	2.1 participate in a group activity to suggest the different types of play;
3. Create a practical resource to help interaction with a young child and encourage learning through play	3.1 choose and make a simple item, with help and support, to encourage a young child to learn through play; and 3.2 identify one positive aspect of the final outcome, with support and guidance; and 3.3 identify an aspect they could have improved.

Entry 2

Unit purpose and aim: This unit develops learners' understanding of why play is important for a child's development. Learners also have the opportunity to create a practical resource to encourage learning through play. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why play is important for a child's development	1.1 state one reason why play is important for early childhood development; and
2. Understand the different types of play	2.1 list three different types of play.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Create a practical resource to help interaction with a young child and encourage learning through play	3.1 research, choose and make, with limited support, an item to stimulate and encourage a young child to learn through play; and 3.2 identify one positive aspect of the final outcome and an aspect that they could improve.

Entry 3

Purpose and aim: This unit develops learners' understanding of why play is important for a child's development. Learners also have the opportunity to create a practical resource to encourage learning through play. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why play is important for a child's development	1.1 explain two reasons why play is important for early childhood development;
2. Understand the different types of play	2.1 explain with examples three different types of play;
3. Create a practical resource to help interaction with a young child and encourage learning through play	3.1 research, choose and make an item independently to stimulate and encourage a young child to learn through play; and 3.2 give a simple written evaluation of the task with suggestions for improvement.

3.13 Unit 12: Child Development (0–5 years)

Entry 1

Purpose and aim: This unit develops learners' understanding of the areas of human development, with a focus on what influences a child's development (0–5 years).

Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the areas of human development: <ul style="list-style-type: none"> – physical – intellectual – emotional – social 	1.1 participate in a group activity to identify the different areas of human development; 1.2 participate in a group activity to identify a range of needs under the appropriate area of development;
2. Know what influences a child's development	2.1 participate in a group activity to identify the factors that influence a child's development;
3. Know examples of healthy foods that can support growth and development in children	3.1 participate in a group activity to identify foods that should be included in a healthy diet for children; and 3.2 identify foods that children should only eat in small amounts.

Entry 2

Purpose and aim: This unit develops learners' understanding of the areas of human development, with a focus on what influences a child's development (0–5 years). Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the areas of human development: <ul style="list-style-type: none"> – physical – intellectual – emotional – social 	1.1 list the four areas of human development and give examples; and 1.2 list four different needs under the appropriate area of development.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Know what influences a child's development	2.1 list three factors that influence a child's development; 2.2 describe one positive influence on a child's development; 2.3 describe one negative influence on a child's development;
3. Understand the importance of a healthy diet for young children	3.1 list two nutrients that children need to grow and state why these are necessary;
4. Know examples of healthy foods that can support growth and development in children	4.1 list three examples of healthy foods that are suitable for children and give reasons why; and 4.2 list three examples of foods that children should only eat in small amounts and give reasons why.

Entry 3

Purpose and aim: This unit develops learners' understanding of the areas of human development, with a focus on the influences on a child's development (0–5 years). Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the areas of human development: – physical – intellectual – emotional – social	1.1 explain the four areas of human development and give examples; 1.2 categorise eight different needs under the appropriate area of development;
2. Know what influences a child's development	2.1 explain four factors that influence a child's development; 2.2 explain two positive influences on a child's development; and 2.3 explain two negative influences on a child's development.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Understand the importance of a healthy diet for young children	3.1 list the five nutrients children need to grow and give reasons why these are necessary;
4. Know examples of healthy foods that can support growth and development in children	4.1 list four healthy foods that are suitable for children and explain the reasons why; and 4.2 list four foods that children should only eat in small amounts and explain the reasons why.

3.14 Unit 13: Keeping a Young Child Safe

Entry 1

Purpose and aim: This unit develops learners' understanding of how and where accidents occur, both inside and outside the home, their potential consequences, and how learners might prevent them in order to keep a young child safe. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Identify common accidents in the home	1.1 participate in a group activity to identify the areas in the home where the safety of a young child may be at risk and the potential consequences of these risks;
2. Know how to prevent such accidents happening in the home	2.1 participate in a group activity to state how to avoid potential dangers in the home;
3. Identify common accidents outside the home	3.1 participate in a group activity to identify some common accidents outside the home and their potential consequences for a young child; and
4. Know how to prevent such accidents happening outside the home	4.1 participate in a group activity to state how to avoid potential dangers outside the home.

Entry 2

Purpose and aim: This unit develops learners' understanding of how and where accidents occur, both inside and outside the home, the potential consequences of these accidents and how learners might prevent them in order to keep a young child safe. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Identify common accidents in the home	1.1 identify three areas in the home where the safety of a young child is at risk and the potential consequences of these risks;
2. Know how to prevent such accidents happening in the home	2.1 identify two ways to avoid potential dangers in each of the areas of the home;
3. Identify common accidents outside the home	3.1 identify three common accidents outside the home and their potential consequences for a young child; and
4. Know how to prevent such accidents happening outside the home	4.1 describe three ways to avoid potential dangers outside the home.

Entry 3

Purpose and aim: This unit develops learners' understanding of how and where accidents occur inside and outside the home, their potential consequences and how learners might prevent them in order to keep a young child safe. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Identify common accidents in the home	1.1 identify and explain four areas in the home where the safety of a young child is at risk and the potential consequences of these risks;
2. Know how to prevent such accidents happening in the home	2.1 develop a plan to avoid potential dangers in the home;
3. Identify common accidents outside the home	3.1 explain four examples where the dangers are outside the home and their potential consequences for a young child; and
4. Know how to prevent such accidents happening outside the home	4.1 develop a plan to avoid potential dangers outside the home.

3.15 Unit 14: Living in a Family

Entry 1

Purpose and aim: This unit develops learners' understanding of the roles and responsibilities within a family. Learners also have the opportunity to identify potential sources of problems within a family and develop strategies to deal with these. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the roles and responsibilities of different family members	1.1 participate in a group activity to list the roles and responsibilities people may have in a nuclear family: mother, father and siblings; 1.2 participate in a group activity to list the different roles and responsibilities people may have in an extended family: grandparents, aunts, uncles and cousins; 1.3 understand how roles can be shared in families;
2. Understand sources of problems within families	2.1 participate in a group activity to identify sources of common problems within families; and
3. Know strategies to help deal with problems in the family	3.1 participate in a group activity to identify ways to deal with problems in a family.

Entry 2

Unit purpose and aim: This unit develops learners' understanding of the roles and responsibilities within a family. Learners also have the opportunity to identify potential sources of problems within a family and develop strategies to deal with these. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the roles and responsibilities of different family members	1.1 state one example of the roles and responsibilities people may have in a nuclear family: mother, father and siblings; 1.2 state one example of the different roles and responsibilities people may have in an extended family: grandparents, aunts, uncles and cousins; 1.3 explain two reasons why it is important to share roles in families;
2. Understand sources of problems within families	2.1 describe two sources of common problems within families; and
3. Know strategies to help deal with problems in the family	3.1 describe two ways to deal with problems in a family.

Entry 3

Purpose and aim: This unit develops learners' understanding of the roles and responsibilities within a family. Learners also have the opportunity to identify potential sources of problems within a family and develop strategies to deal with these. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the roles and responsibilities of different family members	1.1 describe the roles and responsibilities people may have in a nuclear family: mother, father, and siblings and give two examples; 1.2 describe the different roles and responsibilities people may have in an extended family and give two examples: grandparents, aunts, uncles and cousins; 1.3 define the word stereotype in basic terms; 1.4 explain three reasons why it is important to share roles in families and give examples;
2. Understand sources of problems within families	2.1 explain three sources of common problems within families; and
3. Know strategies to help deal with problems in the family	3.1 explain three ways to deal with problems in a family and suggest potential solutions.

3.16 Unit 15: Managing My Money (mandatory unit)

Entry 1

Purpose and aim: This unit develops learners' understanding of the importance of managing money effectively, the difference between needs and wants and how to save money. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of managing money effectively	1.1 participate in a group activity to list the reasons why it is important to manage money; 1.2 participate in a group activity to show an understanding of the word 'budget';
2. Know the terms income and expenditure	2.1 participate in a group activity and list examples of income; 2.2 participate in a group activity and list examples of common expenditures;
3. Know the difference between needs and wants	3.1 understand the difference between needs and wants; 3.2 participate in a group activity to rank order or prioritise a range of needs and wants;
4. Know ways to save money	4.1 participate in a group activity to list ideas about saving money when shopping; and 4.2 suggest a range of ways to save money in the home.

Entry 2

Purpose and aim: This unit develops learners' understanding of the importance of managing money effectively, the difference between needs and wants and how to save money. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of managing money effectively	1.1 list two reasons why it is important to manage money; and 1.2 define the word 'budget' in basic terms.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Know the terms income and expenditure	2.1 list two examples of income; 2.2 list four examples of common expenditures;
3. Know the difference between needs and wants	3.1 state one difference between needs and wants; 3.2 rank order two needs and two wants;
4. Know ways to save money	4.1 identify three ways to save money when shopping; and 4.2 identify three ways to save money in the home.

Entry 3

Purpose and aim: This unit develops learners' understanding of the importance of managing money effectively, the difference between needs and wants, and how to save money. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of managing money effectively	1.1 explain three reasons why it is important to manage their money; 1.2 define the word 'budget';
2. Know the terms income and expenditure	2.1 identify three sources of income; 2.2 identify six examples of common expenditures;
3. Know the difference between needs and wants	3.1 explain with examples the difference between needs and wants; 3.2 prioritise a personal list of six needs and wants;
4. Know ways to save money	4.1 identify and explain four ways to save money when shopping; and 4.2 identify and explain four ways to save money in the home.

3.17 Unit 16: What's on a Label?

Entry 1

Purpose and aim: This unit develops learners' understanding of why we need labels and symbols on products. Learners should also be able to identify the different parts of a food label for a chosen food product. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why we need labels on products or packaging	1.1 participate in a group activity to suggest reasons why we need labels on products or packaging;
2. Know what information is found on food labels	2.1 identify the name of the food and the use before or best before date; 2.2 make a label with help to provide two pieces of information to use when packaging a food for a practical activity of their choice, for example a label for a sandwich; and
3. Recognise a range of symbols commonly used in the home	3.1 recognise two common symbols that show how to care for items in the home, for example washing instructions on clothes.

Entry 2

Purpose and aim: This unit develops learners' understanding of why we need labels and symbols on products. Learners should be able to identify the different parts of a label for a chosen food product. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why we need labels	1.1 state reasons why labels are needed on products or packaging;
2. Know what information is found on food labels	2.1 identify the name of the food and the use before or best before date and two other pieces of information on the label; and 2.2 make a label to provide four pieces of information to use when packaging a food for a practical activity of their choice, for example a label for chocolate truffles.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Recognise a range of commonly used symbols in the home	3.1 recognise three common symbols that show how to care for goods in the home, for example washing instructions on clothes.

Entry 3

Purpose and aim: This unit develops learners' understanding of why we need labels and symbols on products. Learners will also be able to identify the different parts of a food label for a chosen food product. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand why labels are needed on products or packaging	1.1 explain the importance of labels on products that are packaged;
2. Know what information is found on food labels	2.1 identify the main sources of information on the label; 2.2 make a label to provide six pieces of information on the packaging of a food made in a practical activity of their choice, for example a label for cupcakes; and
3. Recognise a range of commonly used symbols in the home	3.1 recognise four common symbols that show how to care for items in the home, for example washing instructions on clothes.

3.18 Unit 17: Shopping Options

Entry 1

Purpose and aim: This unit develops learners' understanding of the range of shopping options available and the factors that influence consumer choices and decisions. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know what types of shops are available	1.1 participate in a group activity to identify different types of shops in their town or city; 1.2 state where these shops are locally with help; 1.3 give two examples of what each shop sells;
2. Know the advantages and disadvantages of each type of shopping option	2.1 participate in a group activity to identify shopping options; 2.2 participate in a group activity to list advantages and disadvantages of each shopping option;
3. Know how to shop safely online	3.1 identify two examples of online shopping sites; 3.2 participate in a group activity to state advantages and disadvantages of shopping online; 3.3 state one way a consumer can shop safely online;
4. Understand the factors that influence consumer choices and decisions	4.1 participate in a group activity to identify factors that influence consumer choices; and 4.2 identify which of the factors would influence consumers the most when making decisions.

Entry 2

Unit purpose and aim: This unit develops learners' understanding of the range of shopping options available and the factors that influence consumer choices and decisions. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know what types of shops are available	1.1 describe the different types of shops in their town or city; 1.2 identify the location of each shop; 1.3 describe what each shop sells;
2. Know the advantages and disadvantages of each type of shopping option	2.1 identify two shopping options; 2.2 state one advantage and one disadvantage of each type of shopping option;
3. Know how to shop safely online	3.1 identify three examples of online shopping sites; 3.2 state one advantage and one disadvantage of shopping online; 3.3 describe two ways a consumer can shop safely online;
4. Understand the factors that influence consumer choices and decisions	4.1 describe two factors that influence consumer choices; and 4.2 state which of the factors would influence consumers the most when making decisions.

Entry 3

Purpose and aim: This unit develops learners' understanding of the range of shopping options and the factors that influence consumer choices and decisions. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know what types of shops are available	1.1 critically compare the different types of shops in their town or city; 1.2 explain the location of each shop and what is sold in each one; 1.3 explain two problems small shops may have;
2. Know the advantages and disadvantages of each type of shopping option	2.1 describe three shopping options; 2.2 explain, with reasons, two advantages and two disadvantages of each type of shopping option;
3. Know how to shop safely online	3.1 critically compare four online shopping sites; 3.2 explain two advantages and two disadvantages of shopping online; 3.3 describe three ways a consumer can shop safely online;
4. Understand the factors that influence consumer choices and decisions	4.1 explain three factors that influence consumer choices; and 4.2 justify the factors that would influence consumers the most when making decisions.

3.19 Unit 18: Reduce, Reuse, Recycle (3 'R's)

Entry 1

Purpose and aim: This unit develops learners' understanding of the importance of reducing, reusing and recycling and how to reduce and recycle waste in the home. Learners also have the opportunity to produce an item from recycled materials. Learners may need support to complete the tasks.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of the 3 'R's	1.1 participate in a group activity to identify the 3 'R's'; 1.2 participate in a group activity to state why each of the 3 'R's is important; 1.3 identify a possible consequence of not recycling, with help;
2. Know which materials can be recycled	2.1 participate in a group activity to list examples of materials that can be recycled; 2.2 state two ways materials can be recycled in the home;
3. Know how to reduce, reuse and recycle	3.1 participate in a group activity to identify ways to reduce, reuse and recycle materials in the home; and
4. Produce an item made from recycled materials	4.1 produce a basic item from recycled materials.

Entry 2

Purpose and aim: This unit develops learners' understanding of the importance of reducing, reusing and recycling and how to recycle and reduce waste in the home. Learners also have the opportunity to produce an item from recycled materials. Meeting the assessment criteria encourages learners to gain independence.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of the 3 'R's	1.1 list the 3 'R's; 1.2 list why each of the 3 'R's is important; 1.3 list two possible consequences of not recycling;
2. Know which materials can be recycled	2.1 identify the materials that can be recycled; 2.2 describe how two materials can be recycled in the home;
3. Know how to reduce, reuse and recycle	3.1 describe three ways to reduce, reuse and recycle materials in the home; and
4. Produce an item made from recycled materials	4.1 produce a competent item from recycled materials.

Entry 3

Purpose and aim: This unit develops learners' understanding of the importance of reducing, reusing and recycling and how to recycle and reduce waste in the home. Learners also have the opportunity to produce an item made from recycled materials. Learners will improve their independence by meeting the assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of the 3 'R's	1.1 explain the 3 'R's'; 1.2 explain the importance of each of the 3 'R's'; 1.3 explain three possible consequences of not recycling;
2. Know which materials can be recycled	2.1 categorise the materials that can be recycled; 2.2 demonstrate how three materials can be recycled inside and outside the home;
3. Know how to reduce, reuse and recycle	3.1 explain four ways to reduce, reuse and recycle materials in the home; and
4. Produce an item made from recycled materials	4.1 produce a highly competent item from recycled materials.

4 Scheme of Assessment

4.1 Availability of assessment

Assessment can take place as and when the learner is ready. Centres may submit assessment outcomes to us for external moderation in Summer each year, beginning in Summer 2016.

We will make the first unit and full qualification awards based on this specification in Summer 2016.

4.2 Methods of assessment

For Entry Level Home Economics, learners must complete a portfolio of work to show how they have met the assessment criteria for each unit.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the learner has met the assessment criteria and achieved the learning outcomes. These methods may include, for example:

- photographs;
- practical activities;
- written evidence;
- leaflets/posters;
- mind maps;
- presentations;
- storyboards;
- screenshots;
- direct observation;
- project work;
- multiple choice questions;
- oral questions;
- role play; and
- self-assessment activities.

Learners can work in groups, but it is essential that:

- the teacher is able to identify individual contributions; and
- learners provide an individual response.

There may be pieces of assessment evidence in a learner's portfolio that cover criteria for more than one unit, but teachers must assess each unit independently.

4.3 Assessment guidance

Teachers assessing the outcomes must have the appropriate skills and knowledge to assess learners' work for a unit. They must also:

- be able to authenticate the work as the learners' own;
- ensure that learners have met **all** the assessment criteria in order to achieve a level; and
- keep accurate records of all assessment decisions.

Learners will require different levels of guidance to complete the tasks and activities for their portfolio. The table below provides a general guide to demonstrate the amount of guidance learners might need:

Level	Guidance
Entry 1	Learners at Entry 1 are beginning to use their skills, knowledge or understanding. They may need significant guidance.
Entry 2	Learners at Entry 2 use their skills, knowledge and understanding to carry out simple, familiar tasks and activities. They may need some guidance.
Entry 3	Learners at Entry 3 use their skills, knowledge and understanding to carry out structured tasks and activities. They may need little or no guidance.

It is the teacher's responsibility to ensure that the work presented for assessment is the learner's own. The work should demonstrate what the individual learner knows, understands and can do.

The table below provides guidance on the different areas of control within internally assessed units.

Areas of Control	Detail of Control
Authenticity	<p>Learners should complete most of the work under the teacher's direct supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Authentication can be for an individual piece of work, or for a learner's contribution to a piece of work.</p> <p>For up-to-date advice on plagiarism, or any other incident where malpractice is suspected, please refer to the Joint Council for Qualifications' document <i>Suspected Malpractice in Examinations and Assessments</i>, available at www.jcq.org.uk</p>

Areas of Control	Detail of Control
Feedback	<p>Unless otherwise specified, teachers can guide and support a learner to achieve the assessment criteria; however, the level of support must be reflected in the overall level achieved.</p> <p>Teachers should annotate the work, indicating the nature of guidance and support they have given.</p> <p>Teacher's advice to the learner on how to achieve the assessment criteria should be general rather specific.</p>
Time limit	There are either 20 or 10 GLHs for each unit.
Collaboration	<p>Learners can work in groups, but it is essential that:</p> <ul style="list-style-type: none"> • a teacher is able to identify individual contributions; and • learners provide an individual response, unless otherwise stipulated.
Resources	Learners' access to resources is determined by those available to the centre.

4.4 Task marking

Teachers must mark the portfolios using the assessment criteria provided in each unit. To achieve a level in each unit, learners must meet all the criteria.

Teachers must annotate all evidence within the portfolio to ensure fairness to learners 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 learner's record sheet; and
- identification of key pieces of evidence throughout the work.

4.5 Internal standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one teacher assessing the outcomes for this specification must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each teacher has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples of learners' work.

4.6 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their 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 centres must submit assessments and samples.

Centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

4.7 Reporting outcomes

The learner must meet all the assessment criteria within a unit at a specific level for us to award a unit outcome at that level. Learners cannot be awarded more than one level within the same unit, for example Level 1 and Level 2 in Unit 5: Healthy Eating. Before submitting assessment decisions, the teacher must determine which of the assessment criteria the learner has successfully satisfied. We award each unit separately and report attainment in each unit on the learner's certificate. Where a learner achieves a pass in all units, we also report an overall level of achievement on the certificate based on the level of achievement the candidate has evidence of mostly working at. The criteria are explained in the table below.

Overall Level	Criteria
Entry 3	A learner must achieve a minimum of a pass in units totalling 80 GLHs awarded at Entry Level 3. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 2	Where a learner has not met the requirements for the award of an overall Entry Level 3, then they must have achieved a pass in units totalling a minimum of 80 GLHs awarded at Entry 2 (or above) with the other units awarded at Entry Level 1. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 1	Where a learner has not met the requirements for the award of an overall Entry Level 2, but has achieved a level in all units totalling 120 GLHs, we will award an overall Entry Level 1.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk;
- a subject microsite within our website;

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

- Principal Moderator's report;
- exemplar assessment materials;
- centre support visits;
- support days for teachers;
- agreement trials; and
- a resource list.

5.2 Curriculum objectives

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as managing money, reduce, re-use and recycle;
- develop personal skills in areas such as:
 - self-awareness, personal health and relationships (Personal Development);
 - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
 - work in the local and global economy, and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues by providing opportunities to explore topics such as, child development, living in a family, re-cycling, preparing food for a special occasion, food labelling, shopping options and food and culture;
- investigate sustainable development, health and safety considerations, and European developments, by providing practical opportunities to reduce, re-use and recycle, safety in the home, basic food hygiene and food labelling;
- develop skills that will enhance employability by providing practical opportunities to prepare and serve food, understand how a child develops and how to manage resources; and
- make effective use of technology by providing opportunities to make appropriate use of Information and Communication Technology (ICT).

5.3 Skills development

This specification provides opportunities for learners to develop the following key skills:

- application of number;
- communication;
- improving own learning and performance;
- information and communication technology;
- problem-solving; and
- working with others.

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

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

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

5.5 Equality and inclusion

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

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners 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: General and Vocational Qualifications*, available at www.jcq.org.uk

5.6 Health and safety

Centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training. Learners' use of electrical equipment or machinery must be supervised at all times.

5.7 Contact details

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

- Specification Support Officer: Nola Fitzsimons
(telephone: (028) 9026 1200, extension 2235, email: nfitzsimons@ccea.org.uk)
- Principal Officer for the Qualification: **Dorothee Wagner**
(telephone: (028) 9026 1200, email: dwagner@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution
(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)
- Assessment Administration Team
(telephone: (028) 9026 1200, extension 2377, email: jo'reilly@ccea.org.uk).

6 Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	N/A
Version 2	17 May 2016	54 59 60	Amendments to text Amendments and deletions of text Amendments to text
Version 3	11 January 2018	17, 18, 19 17, 18, 19 60	Eatwell Plate changed to Eatwell Guide The words 'of the plate' deleted from point 1.2. Contact details updated.