



L-Università
ta' Malta

MATSEC
Examinations Board



School-based Assessment Exemplars

SEC 19 Home Economics

Table of Contents

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|--|----|
| Table of Contents | 2 |
| Non-exhaustive suggested list of activities..... | 3 |
| School-Based Assessment Exemplars | 11 |
| Exemplar 1: Practical Assignment..... | 11 |
| Exemplar 2: Site Visit | 14 |
| Exemplar 3: Project | 16 |
| Exemplar 4: Investigative Practical Assignment | 20 |

Non-exhaustive suggested list of activities

The following is a list of activities which teachers may choose to organise to address different Learning Outcomes. Teachers may conduct the activities as described, or use them as inspiration for other activities which they develop themselves. Many of the activities can be adapted to address various Learning Outcomes not just the one under which they are listed.

| Subject Focus: Food, Nutrition and Health | |
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| Learning Outcome 1: At the end of the programme, I can demonstrate an understanding of health, wellbeing and the principles of sustainability. | |
| ACTIVITIES | Students identify and discuss the various dimensions of health involved in 'A day in the life of...' case scenarios of different people engaged in everyday activities. |
| | Students keep a diary of (or recall) the various decisions which they took over the past 24-hour period and then identify which impacted their health or the health of others. Ask them to list the key factor/s which influenced their decision. |
| | Students recall five consumption choices they made in the past 24-hour period and then identify which dimension/s of sustainability was/were involved. Results are tallied to see which sustainability dimension was most involved in their decisions as a class. They then discuss what they did to be sustainable or what they could have done. |
| | Students participate in a class quiz where they have to list as many sustainable practices as they can think of in 5 minutes touching on all the sustainability dimensions. The team with the most valid practices in all dimensions wins. |
| | Students create posters to hang on school noticeboards promoting sustainable living practices targeting teenagers like themselves. |
| | Students prepare a few powerpoint slides each to name and describe the focus of one to two UN Sustainable Development Goals. (Divide the work according to class size so all SDGs are covered.) |
| | Groups of students produce a powerpoint slideshow of different food guide graphics from around the world and discuss similarities and differences in food groups and key messages when compared to the Maltese Healthy Plate. |
| | Students create a leaflet with tips (in line with the National Dietary Guideline for Children) to encourage young children to develop healthy eating habits |
| | Students play charades in order to convey the recommended number of servings and serving sizes for each food group for children and for adults. |
| | Students work in groups to find recipes from different Mediterranean countries for some key Mediterranean Diet foods: wheat/corn/rice, beans and pulses, vegetables, cheese and yoghurt, fish, nuts, olives and olive oil. |
| | Students work individually to create a class World Food Culture booklet which highlights key ingredients, recipes, special foods for special days and a key food ritual from different countries around the world. |

| Subject Focus: | Food, Nutrition and Health |
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| Learning Outcome 2: | At the end of the programme, I can demonstrate a comprehensive understanding of the role of macro and micro nutrients in the diet, their digestion and effects on health. |
| ACTIVITIES | Students work in groups to prepare an informative/graphical Fact Sheet with basic information on each key nutrient: proteins, carbohydrates, fats, vitamins and minerals. These can then be shared online with the school community. |
| | Students participate in an experiment where they have to observe the effect of dry and wet heat on different protein foods (e.g. cheese, eggs, meat etc.) |
| | Students participate in an experiment where they have to observe the effects of dry and wet heat on sugar and on different sugary and starchy foods (e.g. castor sugar, pasta, bread etc.) |
| | Students prepare a leaflet outlining foods to avoid during particular life stages (e.g. pregnancy). |
| | Students prepare a leaflet outlining seasonal, healthy home-made foods for toddlers using primarily local ingredients. |
| | Students participate in a class treasure hunt where they are given questions on the different nutrients or different diet-related diseases with clues where to find the answers. |
| | Students participate in a class-, subject- or school-based fair where they act as peer educators by leading booths on different nutrients explaining key functions, food sources, deficiency disease (if applicable) problems related to excess consumption (if applicable) and population groups with particular need for the nutrient. Fairs can be organised at different times of the year to cover nutrient groups separately, such as the macro-nutrients, the vitamins and the minerals, or at the end of the year as revision. |
| | Students interview a relative or family friend on how they manage a diet-related condition in their everyday life and when on holiday. Students can work in pairs and the interview can be conducted over the phone and recorded with the interviewee's consent. Students then prepare a powerpoint slideshow of their interview results. |
| | Students write short scripts of conversations between two people who have a diet-related problem and how they manage this through correct food choices. Different pairs of students can tackle different diet-related problems. These can then be audio-taped or video-taped and uploaded on the class webpage or school webpage as appropriate. |
| | Students create a board game or other card game to help remember the different parts of the digestive system and their functions. |

| Subject Focus: | | Food, Nutrition and Health |
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| Learning Outcome 3: | | At the end of the programme, I can demonstrate an understanding of different types of food commodities. |
| ACTIVITIES | Students participate as teams in a class quiz where they have to name as many foods as possible from the different food groups. The team who has named the most correct foods wins. This can be extended for student teams to obtain extra points if they can name local versions of foods and also period of the year/ key months when they are in season. | |
| | Students conduct and report outcomes of an experiment to test for presence of fats in solid and liquid foods (e.g. fat rub test; using Sudan III test). | |
| | Students conduct and report outcomes of an experiment to test for presence of starch in foods (e.g. iodine test). | |
| | Students conduct and report outcomes of an experiment to test for presence of proteins in foods (e.g. using Biuret solution). | |
| | Students assist the teacher to conduct experiments to test for presence of Vitamin C in foods (using Vitamin C reagent). They then report on the results. | |
| | Students assist the teacher to conduct experiments to test for presence of sugars in foods (using Benedict's solution and heating). They then report on the results. | |
| | Students work in teams to investigate the iron content of breakfast cereals (crushing the cereal and testing with a strong magnet). | |
| | Students demonstrate one way how to test an egg for freshness (floating, egg yolk dome, egg white thickness). | |
| | Students interview an elderly relative about how they use a particular food in traditional recipes. They then create a mini powerpoint presentation with the key data from their interview and share it with the class. | |
| | Students attend a demonstration by a chef or fishmonger on identifying the qualities of a fresh fish and how to prepare a fresh fish for storing and freezing. Students can film the demonstration and write an accompanying script. | |
| | Students work in pairs to prepare mini powerpoint presentations on different types of milks, yoghurts and bio-yoghurts, including their nutritional value and production (if applicable). A world café can be set up where students go round and learn about different commodities from each other. | |
| | Students conduct an investigation to compare and contrast the nutritional value, texture, colour, shelf-life, heat treatment of different types of milk: fresh whole, semi-skimmed, skimmed milk; UHT; evaporated; condensed; dried. | |
| | Students test the effects of different cooking methods on food (e.g. how grilling, roasting, stewing and slow cooking effect the texture and flavour of meat; or how grilling, boiling and stir frying effect the texture, flavour and appearance of marrows). | |
| Students work in groups to develop a class online Foodcyclopaedia (reference book) covering different commodities and to include sections on structure/composition, nutritional value, buying and storage guidelines, uses in cooking and easy and/or traditional recipes using different commodities. The book can be developed over a period of time as each commodity is covered in class. Groups can always be in charge of the same section or change section for each different commodity. | | |

| Subject Focus: | Food, Nutrition and Health |
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| Learning Outcome 4: | At the end of the programme, I can demonstrate a broad understanding of food production, processing, preservation and labelling. |
| ACTIVITIES | Students attend a demonstration on how to prevent food decay by drying (e.g. drying fresh herbs in the microwave; drying tomatoes in the oven), or removing air (e.g. olives or gbejniet in oil), or pickling in vinegar (e.g. capers). Students complete a report on the process and outcomes. This activity can be extended to show how to dry grapes on the Food lab window sill to produce raisins/sultanas after a few weeks. |
| | Students observe and report on food spoilage experiments to show the process of dehydration or enzymic browning of food. |
| | Students observe experiments to show different methods of contamination including cross-contamination. |
| | Students blanch and/or appropriately prepare for freezing (including labelling) a variety of fresh vegetables, fruit, a soup, a starch-based item (e.g. pastry item, pizza, cake). |
| | Students produce fresh gbejniet using a basic recipe and flavour with different herbs. They can also conduct a taste testing with peers. |
| | Students plan and conduct an investigation to assess the effectiveness of two different types of raising agents in dough products. |
| | Students plan and conduct an investigation to assess the effectiveness of different types of flour (white, wholemeal, half white and half wholemeal, almond, coconut, tiger nut) to make cakes, muffins or shortcrust pastry. |
| | Students plan and conduct an investigation to assess the effectiveness of different types of plant ingredients (e.g. carrot, pumpkin, marrow, beans, apples, banana, avocado) to make small cakes or muffins. |
| | Students conduct a market survey of a selection of common foods used in family meals to identify different symbols and logos they show (diet-related e.g. suitable for vegan, gluten free; and sustainability-related e.g. organic, MSC, RSPO). |
| | Students conduct a survey on frequency of usage of different convenience foods by different households. |
| | Students conduct a market survey of the price, nutritional value (fats, saturated fats, carbohydrates, sugars, salt), any sustainability label and packaging of different brands of the same convenience food. |
| | Students conduct a market survey of the price, nutritional value (energy, proteins, fats, saturated fats, carbohydrates, sugars, salt), any sustainability label and packaging of different types of the same convenience food and natural equivalents (e.g. canned tomatoes, jarred tomatoes, fresh tomatoes; frozen peas, canned peas, fresh peas; canned strawberries, frozen strawberries, fresh strawberries). |
| | Students conduct an investigation to compare home frozen meals with commercial frozen ready-meals in terms of nutritional value, colour, texture, flavour, cost and packaging/waste generated. |
| | Students conduct an investigation to compare the additives (e.g. preservatives, colourings, flavour enhancers, emulsifiers, stabilizers and thickeners, anti-oxidants) listed in the ingredients lists of similar foods (e.g. breakfast cereals, biscuits, sauces). |
| Students conduct an investigation to compare and contrast organic and conventional produce with reference to appearance, flavour, cost, production, shelf-life and impact on the environment. | |

| Subject Focus: | Food, Nutrition and Health |
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| Learning Outcome 5: | At the end of the programme, I can demonstrate the ability to accurately plan, produce and evaluate a variety of sensorially appealing, healthy food items and meals. |
| ACTIVITIES | Students produce a quick conversion guide (e.g. bookmark) to convert units of weight and volume. They can use online tools (e.g. online calculators) to assist them. |
| | Students modify cake recipes by increasing dietary fibre and/or reducing sugar/fat and produce and taste-test the cakes. |
| | Students produce similar items (e.g. mini-buns) to compare the rubbing-in and whisking methods of cake making with reference to features of the cooked buns and labour and time involved in making the buns. |
| | Students create an advice column regarding possible faults that may occur in the process of the different methods of cake-making, indicating causes and how these can be prevented. |
| | Students create an instructional step-by-step photo guide / video to demonstrate different pastry-making skills e.g. sifting, rubbing-in, kneading, rolling out. |
| | Students Investigate the effects of sugar, water temperature and salt on yeast by comparing the making and outcome of a basic dough. |
| | Students produce and compare different types of breads or pizza bases prepared using yeast vs. baking powder/baking soda. |
| | Students modify recipes to make them suitable for particular diets (e.g. low-sugar diets, low-fat diets). They then produce the modified and original version and compare in terms of colour, texture, flavour, keeping qualities, volume and general appearance of the dishes |
| | Students plan the menu for a 2-course meal for a given scenario (<i>low fat, low cholesterol, low sugar, low salt, high fibre, high calcium, high iron, vegetarian, vegan, gluten-free, lactose-free</i>) which does not cost more than a specific budget. |
| | Students plan, produce and evaluate a 2-course meal for a given scenario: <i>low fat, low cholesterol, low sugar, low salt, high fibre, high calcium, high iron, vegetarian, vegan, gluten-free, lactose-free</i> |
| | Students plan, produce and evaluate dishes using leftover foods showing creativity in use of the foods and end-product. |
| | Students work in teams to develop and taste-test a new food product using parts of food normally thrown away (e.g. potato peelings, leaves/stems from turnips or beetroot). |
| | Students work in teams to produce a variety of packed lunches to suit different nutritional and workplace needs, using different bread items as the basis and different healthy fillings. They can compare their home-made product to the cost of shop-bought similar versions (using online menus). |
| | Students work as teams to create posters, a powerpoint presentation, or a video suggesting healthier ingredients to be used in traditional Maltese dishes. Their final product can be shared online with the school community. |
| | Students produce Maltese dishes prepared with traditional ingredients vs. healthier alternatives and conduct a taste-test. |
| | Students develop, produce and taste-test vegetarian/vegan versions of traditional Maltese dishes (e.g. ross il-forn, qarabaghli mimli, bzar mimli, pulpetti, froga etc.). |
| | Students produce creative garnishes and decorations with vegetables and fruits (using knife skills) |
| | Students practise creative napkin folding techniques. |
| Students participate in a class competition where they work in teams within a set time to lay the table for two people showing creativity. Tasks can be set for informal or formal settings, for different themes and for different age groups of those eating. Points allocated to determine the winners can be shared between the students' peers and the teacher. | |

| Subject Focus: Family Well-being | |
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| Learning Outcome 6: At the end of the programme, I can demonstrate the ability to critically, sensitively and creatively understand and address issues related to the family, community and the environment. | |
| ACTIVITIES | Students create a poster depicting factors that are harmful to the unborn child. |
| | Students compare different nappy brands taking into account different factors (e.g. absorbency, cost, sustainability etc.) |
| | Students work as a class to create a recipe book of home-made baby food. |
| | Students create an infographic explaining symbols, marks and logos related to toy safety. |
| | Students create simple toys by reusing household items. |
| | Students create a prototype of an age-appropriate toy for a given scenario. |
| | Students create a poster, video, or any other audio-visual tool about why vaccines are safe and important. |
| | Students work in pairs to write an advice column for adolescents about how various lifestyle choices have an impact on health. These can then be posted on school noticeboards or online for reading by the school community. |
| | Students interview the adult caregiver(s) in their family about a typical weekday and Saturday and the regular home and family-related chores and tasks they conduct. |
| | Students work individually and in pairs to eventually develop a booklet on different leisure activities families can do together inside and outside the home, at different times of the year, and to suit different physical abilities, with no cost or minimal cost. This can then be shared online with the school community. |
| | Students work in pairs to prepare a stress management activity/relaxation activity to share with the rest of the class. |
| | Students create an instructional first aid video. |
| | Students work in pairs to practice correct first aid procedures required for a given set of scenarios, including how to make an Emergency Call. Each pair can spend up to 5 minutes at a workstation before moving on to the next. The class can be divided in two, with one group practising and the other group assessing accuracy; then the groups switch. |
| | Students work in teams to create a children's story book explaining one type of disability. |
| | Students create a large-print information booklet outlining benefits and services available for senior citizens. |
| | Students visit a residential or sheltered home for the elderly or for people with a disability to learn about different aspects of life and care in such places. |
| | Students visit a shop or NGO selling or showing aids and adaptations to assist in mobility, manipulation, vision, hearing etc. |
| | Students create DIY home aids and adaptations to assist in manipulation (e.g. long-handled hairbrush, sock aid, playing card holder). |
| | Students carry out an audit of their own home to assess what would be required to make it safe and functional for: <ul style="list-style-type: none"> - an elderly person with mobility problems - a person with visual impairment - a person with severe arthritis in the hand. |
| | Students carry out an audit of their own home to assess what would be required to make it secure for an elderly person. |
| Students conduct an audit of a particular site to assess walkability for <ul style="list-style-type: none"> - a parent with an infant in a pushchair - a person with visual impairment. | |
| Students conduct an audit of a particular site to assess if it is safe for a young child to be sent on their own to do an errand in nearby shops. | |

| Subject Focus: Financial Literacy and Consumer Education | |
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| Learning Outcome 7: At the end of the programme, I can demonstrate financial capability and critically assess the social, economic and environmental factors that influence consumer behaviours. | |
| | Students work in groups to categorise needs and wants of individuals/families in different case scenarios. This is followed by a class discussion. |
| ACTIVITIES | Students work as a class to conduct a survey with different age groups (e.g. adolescents, young adults, older adults, senior citizens) on which items they bought in the last week and what were the factors which influenced their choice. |
| | Students conduct a class survey to find out which form of advertising is most popular with the students. |
| | Students create a series of posters or a video outlining rules for wise shopping. Their product can then be shared online with the school community. |
| | Students role play different case scenarios of consumers seeking redress. |
| | Students identify their personal goals for short-term and long-term spending, then share their goals as part of a class discussion. |
| | Students work in groups to identify responsible short-term and long-term financial goals for different case scenarios and discuss how these goals can be reached. They then share their ideas and suggestions with the rest of the class in a mini powerpoint presentation. |
| | Students produce an attractive personal budget template suitable for teenagers. They then use it for a week and share their findings as a class. |
| | Students practise using online calculators/apps/spreadsheets to draw up a personal and family budget. |
| | Students choose a career from among a few options. Using given details on typical monthly income, as well as fixed expenses such as rent, loans or hire purchase, they plan a budget for the other living expenses of such employee/professional with the goal of saving at least 5% of their monthly income. |
| | Students produce a powerpoint slideshow to demonstrate how to read the water and electricity meter. |
| | Students use an online calculator to calculate water and electricity bills of different households and in different seasons. |
| | Students produce a leaflet or poster with tips how to be secure and avoid monetary or identity theft when buying on line or with a credit card. |
| | Students visit a bank to learn about different bank accounts and types of investment. |
| | Students interview a bank representative to learn about different bank accounts and types of investment. |
| Students practise writing a cheque. | |

| Subject Focus: | Sustainable Living and Effective Management of Resources |
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| Learning Outcome 8: | At the end of the programme, I can demonstrate an understanding of sustainable living and the principles and procedures involved in acquiring, designing and using accommodation and resources according to the needs of individuals and families. |
| ACTIVITIES | Students look for online property listings and compare prices of similar properties (same property type e.g. 3-bedroom apartment, same locality) being sold direct from owners vs. from brokers/sensara vs. from estate agents |
| | Teacher organises to visit a property for sale or rent with an Estate Agent and students pretend they are customers interested in renting/buying. They have to plan questions to ask and a list of things to look out for during the visit. |
| | Teacher organises with a local bank for students to take part in a mock home loan request meeting. |
| | Teacher organises a visit to an insurance agency and students interview a representative about home insurance and life insurance policies. |
| | Students work in teams to design an energy efficient house, looking at each main room in the property and also outdoor areas. |
| | Students conduct an audit to identify ways to increase energy efficiency in their own home. |
| | Teacher organises a visit to a kitchen furniture shop. Students check out different kitchen layouts for functionality, efficiency, safety, lighting, ease of cleaning in relation to given family types. Before the visit, students plan questions they need to ask the salesperson in this regard. |
| | Students calculate the working triangle in given kitchen plans (with a scale of 1cm: 1m) and redesign the layout for a more efficient working triangle. |
| | Students investigate ergonomics in a sample kitchen and graphically redesign it to be more ergonomic. (This could also be done using the school Food Lab). |
| | Students conduct a safety audit of a kitchen (school Food Lab or home) and suggest areas for improvement. |
| | Students test different kitchen floor materials to determine which materials are slip resistant. |
| | Students test different kitchen work surfaces to determine stain resistance. |
| | Students compare the time taken to prepare a food item with and without the use of labour-saving kitchen equipment (e.g. shortcrust pastry in a food processor vs. by hand; grated cheese with an electric grater vs. manual cheese grater). |
| | Students take photos of different textile care labels found on clothes available at home. They produce a PowerPoint presentation explaining the various care labelling codes and indicating on which clothes they are normally found. |
| | Students take part in role plays to practise sorting and preparing clothes for laundry. |
| | Students practise stain removal from fabric (different stains e.g. ink, wine, oil, grass). |
| | Students investigate which laundry detergent is most effective on stains. |
| | Students produce simple, natural, homemade cleaning products (e.g. using vinegar, lemon, bicarbonate of soda, borax, essential oils). |
| | Students compare commercial cleaning creams/liquids/sprays with natural, homemade cleaning products (e.g. spray glass cleaner vs. vinegar and paper). |
| | Students develop a game they would use with younger children to teach them proper waste separation. |
| | Students investigate biodegradation by burying different items of trash in soil and digging them back out after a month (e.g. banana peel, slice of bread, milk carton, styrofoam box, plastic bag). |
| Students work in teams to create recycled paper to make different simple items (e.g. greeting cards, picture frames, containers). | |
| Students visit a textiles store to check out and collect samples of different types of soft furnishings/upholstery fabrics suitable for making different items (e.g. table linen, curtains, cushion covers, stool covers etc. They then can create a project book using collected samples comparing various properties, such as cost, sustainability of the fibres/fabrics, flammability, any finishes (e.g. stain-, fade- or crease-resistant) and care required. | |

School-Based Assessment Exemplars

Exemplar 1: Practical Assignment

| Practical Assignment | |
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| | <p>Through a Practical Assignment, students will:</p> <ul style="list-style-type: none"> • decide upon and plan a course of action which considers the priorities identified according to the assignment given; • justify choices with reference to suitability for the given assignment, nutritional value, aesthetic components, flavours, texture, economic considerations, time available, skills involved, as well as any current pertinent scientific or sustainability principles; • select methods, materials, and equipment; • select, calculate and measure ingredients appropriately; • carry out the planned course of action by independently applying the required skills; • implement the processes and techniques accurately and systematically; • evaluate and record the strengths and weaknesses of each stage – planning, realisation and outcome; making reference to sequencing, measurement/calculation, and organisational, manipulative, observation, communication and creative skills. <p>Each Practical Assignment session will normally consist of the preparation of a one-course meal for one/two persons, though selection of food items depends on the assigned task. Students must make use of healthy cooking methods and use equipment that retains nutrients and saves energy. Each practical session should include at least one culinary skill. Salads (including cold pasta and cold rice) should only be used as accompaniments.</p> <p>The practical assignment set needs to refer to any one of the following specific diets or meal-types: high fibre, high iron, high calcium, low fat, moderate (healthy) fat, low sugar, reduced salt, low-calorie, vegetarian, vegan, gluten-free, lactose-free, packed lunches, use of leftovers <i>as applicable to</i>:</p> <ul style="list-style-type: none"> • Situations for different individuals such as children, adolescents, adults, pregnant or breastfeeding mothers, elderly, athletes; • Persons suffering from diet related disorders such as cardiovascular disease, diabetes, lactose intolerance, coeliac disease, hypertension, constipation, anaemia, osteoporosis; • Culinary skills - Sauce-making, shortcrust pastry making, yeast dough making, and whisking method of cake-making; • Methods of cooking - grilling, steaming, stir-frying, poaching, stewing, casseroles, baking. <p>The following points should be taken into consideration:</p> <ul style="list-style-type: none"> • adherence to current national dietary guidelines and specific dietary recommendations; • use of local, sustainable and reasonably priced food items; • use of fresh, less processed foods as far as possible; • sensible use of convenience foods; • inclusion of traditional Maltese foods whenever possible; and where appropriate, these are modified to be in line with dietary recommendations; |

- appropriate use of energy-saving devices and the practice of energy and water-saving procedures;
- there is evidence of creativity.

The following section outlines the expected components of the Preparation Sheet and of the Practical Realisation as carried out by the student. The teacher will correct the Preparation Sheet and Evaluation produced by students, and award marks (ensuring to keep a record) on students' performance during the Practical Realisation.

| Section | Details |
|---|---|
| Preparation Sheet | |
| Date | Dates of planning, realisation and evaluation sections |
| Choice of food item/s | The name of the food items chosen, together with the ingredients to be used with proper quantities and units. |
| Reasons for choice | A detailed justification of the choice of food items with reference to time available, nutritional value, seasonality, local and fresh ingredients, cost of dish, variety of colour, texture and flavours and the skills involved. |
| Order of work | A time-plan which includes steps for completion of practical work in a logical order with detailed reference to preparation of self, ingredients and equipment, preparation of dish, timing, dovetailing, clearing and cleaning and presentation of work. |
| Choice of equipment | A comprehensive list of equipment and labour-saving devices used. (if applicable) |
| Practical Realisation | |
| Preparation | Adherence to personal hygiene principles, cleanliness of work surface, appropriate selection and organisation of tools /equipment, appropriate preparation of ingredients needed and correct weighing and measuring. |
| Performance and production | Accurate performance of primary skill(s) targeted in the session; accurate performance of other skills; correct handling of equipment and utensils; efficient organisation of work and time; working independently during preparation and cooking; adherence to safety and personal and Food Lab hygiene principles; correct and sustainable washing up and waste disposal. |
| Outcome | Appropriate outcome (end-product) (general appearance, colour, texture, garnish and decoration, serving temperature); appropriate serving dishes and cutlery and overall neat and attractive presentation showing a flair for creativity. |
| Self-evaluation, Outcome and Suggestions for Improvement | |
| Self-evaluation | Documentation showing a reasoned and detailed judgement on the overall performance. Appropriate identification of strengths and weaknesses with consideration given to performance in the target skill(s), use of time, handling of tools, and working independently, as well as adherence to rules concerning safety, hygiene and sustainability. Recommendations for improvement of one's performance in practical sessions. |

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| | <p>Outcome Appropriate outcome (end-product) (general appearance, colour, texture, garnish and decoration, serving temperature); appropriate serving dishes and cutlery and overall neat and attractive presentation showing a flair for creativity.</p> |
| | <p>Suggestions for Improvement Recommendations for improvement of one’s performance in practical sessions. Documentation showing appropriate and detailed final comments on the finished result, any reconsideration of the suitability of the food items for the assignment set giving reasons, and detailed and appropriate suggestions for improvement of the outcome, including suitable alternative food items.</p> |

Exemplar 2: Site Visit

| Site Visit | |
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| | <p>Site visits offer authentic learning opportunities for students, enabling them to access a real-world context for learning academic content. In Home Economics, site visits provide students with first-hand experiences to better grasp concepts, stimulate interest and motivation in the subject, add relevance to classroom-based learning, as well as strengthen students' observation and perception skills, and provide students with an opportunity to reflect as they link concrete experiences with abstract concepts.</p> <p>During a site visit, students are exposed to multiple stimuli, thus attracting students of different learning styles, learning abilities and backgrounds. Such contextualised settings drive students to explore and discover new environments and become involved in the activity. In fact, it is a symbiosis of intrinsic motivation to learn and an engaging environment that promotes significant learning gains for the students.</p> <p>Successful educational site visits require organisation, planning, and student reflection to maximise the learning experience. Prior to the students' visit, communication with any potential guide on the premises is essential to determine the learning objectives. However, one should be aware that the learning that occurs during a site visit is not exclusive to knowledge and facts. Learning outcomes set must be achieved during the site visit. It is also advisable to show students pictures of the site before the visit to familiarise them with the premises, thus reducing the novelty effect that can hinder the commencement of cognitive tasks.</p> <p>The following section outlines the required sections in the site visit report. There is no established word limit; however, the guidelines accompanying each section give a clear indication of the amount of work expected. Each student should present an individual report. This may include various forms of information, such as text, photographs with captions, labelled diagrams/drawings and tables with information.</p> <p>A rubric for marking a site visit report is also presented below.</p> |
| Section | Details |
| Date | Date of site visit |
| Title | The title should include the name of the site where the visit was carried out. |
| Aim and Objectives | This section should include: the aim given by the teacher, and objective/s (maximum of 3) of the visit as identified by the individual students. |
| Preparatory activities | <p>This section should include:</p> <ul style="list-style-type: none"> background information (paragraph) about topic/s covered in Home Economics to which the site visit is related; questions (minimum of 5) the students would ask which are relevant to the visit; an outline of any observations/ recording/activities to be carried out. |
| Site details | <p>This section should include:</p> <ul style="list-style-type: none"> the main purpose of the site; a description of the site. |

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| | <p>Site activities This section should include:</p> <ul style="list-style-type: none"> • a description of how the interview, observations and/or other recording or activities were carried out on site, referring to their own actions and other people or equipment involved; • safety considerations (as applicable) with reference to employees/regular users or site visitors (i.e. what safety measures exist on-site and what precautions the students took as visitors to the site); • sustainability considerations (as applicable) (i.e. what sustainability measures were evident at the site and what they did to act sustainably as visitors e.g. staying on paths, not wasting water at drinking fountains, using reusable water bottle and packed lunch items). |
| | <p>Communication of outcomes This section should include the answers to the questions prepared, or the data related to the items/processes to be observed by the students, as well as any other relevant information collected during the visit. Relevant supporting materials such as drawings, photos, site leaflets and other regular site give-aways should be included here.</p> |
| | <p>Discussion, Self-reflection and Reference list This section should include a discussion, incorporating an evaluation and/or interpretation of the replies obtained, observations made and/or information collected, with respect to the objectives set out for the site visit.</p> <p>This section should also include the students' self-reflection on their experience of the site visit, related to good practices, possible improvements and alternative activities that could have been carried out during the visit.</p> <p>All sources cited in the report should be listed in full in a Reference List. A consistent format should be used when listing the sources.</p> |

Exemplar 3: Project

| Project | |
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| | <p>A project is an interdisciplinary approach that involves tasks based on challenging questions and / or problems, culminating in a research report or a realistic tangible product. The project should help enhance the student's creativity and interest in the focus of the project whilst deepening knowledge of an aspect or different aspects of Home Economics. Projects are of particular importance in Home Economics classes because they give students the opportunity to apply and enhance a range of skills (e.g. cognitive, communication, managerial, organisational, technical, physical, creativity, analytical or reporting). Furthermore, <i>'A growing body of evidence suggests that inquiry-based instruction resulting from project work results in significantly higher student achievement with respect to content knowledge, reasoning, and argumentation skills'</i> (Abdi 2014; Riga et al. 2017).</p> <p>The project in the Home Economics classroom assesses how a student uses research to explore an area in the syllabus, be it addressing a problem of interest or creating a tangible product.</p> <p>A project should consist of ONE of components A or B AND component C as outlined below.</p> <p>A. Secondary Research and Primary Research</p> <ul style="list-style-type: none"> - Secondary Research: Students collate background research, using a reasonable selection of sources to communicate ideas and information supported, where applicable, by statistical data, tables, flow charts, diagrams, quotations, or referenced research. (Maximum 500 words): - Primary Research: Students will collect first-hand information through one method of data collection. This could consist of at least two interviews, or a survey backed up by a minimum of 10 questionnaires. A minimum of 10 questions for both the interview and questionnaire is advised. <p>Students should present a report of their Secondary research findings and of their Primary research tool, process, findings, including discussion and conclusions. Copies of any filled in questionnaires, or notes taken related to the interviews should be included as an Appendix.</p> <p>B. Background Research and Product Development</p> <p>Using a range of skills students create a product, such as a pamphlet, powerpoint presentation, model (e.g. digestive system, food guide, kitchen layout, equipment), or innovative food product. The students should research the area under study to help determine the project that is to be carried out.</p> <ul style="list-style-type: none"> - Research: Students collate background research, using a reasonable selection of sources to communicate ideas and information supported, where applicable, by statistical data, tables, flow charts, diagrams, quotations or referenced research. (Maximum 500 words) Students should present a report of their findings. - Production: Students create the product ensuring to have evidence of each stage of production. If feasible, it is recommended that they test the product with the target audience before and after finalising (e.g. test brochure, do a taste testing of food, get feedback on use/comprehension/ aesthetics of model). |

C. Oral Presentation

Students use spoken language to explain the Secondary and Primary research OR Background research and Product, to confirm their understanding of the concepts involved in the project, as well as the authenticity of the project. This will take the form of an Oral presentation (about 5 minutes).

It is being suggested that students work individually on the project. The whole project should take around 4-6 lessons, which might not be consecutive, and include all the steps indicated in the guidelines below. Students should be given continuous class time to plan and develop their project guided by their teacher. They can then work on the project at home.

The following steps related to the implementation of the project in the classroom setting are being suggested:

1. The students indicate to the teacher the theme/s for the project based on one or more Learning Outcomes. It is important that the chosen theme is focused. The student is to be made aware of the types of projects which can be submitted, keeping in mind the relevance of the project as explained in the attached rubric. It is important that students choose their own project format, based on their interests, and the most suitable way to present it.
2. The student selects an appropriate project and presents a plan of action which is well organised and methodical.
3. It is suggested that the teacher gives feedback to the students about the plan. The student can revise the plan based on the feedback received.
4. The project is carried out over a period of time established by the teacher.
5. The project is submitted to the teacher and is presented to the class. This will take the form of a 5-minute oral presentation followed by questions from the teacher. Additional resources (e.g. visual aids etc.) may be used to assist the students in the presentation. The student may also answer questions from the rest of the class.

The Project Report Guidelines

| <u>Section</u> | <u>Details</u> |
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| Title, Aim, Brief Description and Plan of Action (A short paragraph and bulleted list) | <p>This section should include:</p> <ul style="list-style-type: none"> • An appropriate title; • The aim of the project; • A brief description of what the project is about, including the key factors to be addressed. <p>The Project format opted for:</p> <p style="padding-left: 40px;">A. Secondary Research and Primary Research OR B. Background Research and Product.</p> <ul style="list-style-type: none"> • Plan of action: The final Plan of Action for implementation of the project including resources required. |

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| | <p>Secondary Research OR Background Research (Max. 500 words)</p> | <p>A report of the Secondary or Background research, comprising a variety of statistical data, tables, flow charts, diagrams, quotations or referenced research written up in a logically sequenced manner.</p> |
| <p>Project Implementation: Primary Research OR Product Development</p> | <p>Primary research: Students present their data collection tool. They also outline how they collected the data and present the results of their data analysis using text and/or graphs, tables, quotations as appropriate.</p> <p>Product: Students present a step-by- step log of the procedure involved in creating the project. They also present a soft copy and /or photos of their final product as applicable. The students must also write up a brief description of the main features of their product. (The actual product is also submitted with the report.)</p> | |
| <p>Discussion and Conclusions (Max. 250 words)</p> | <p>Primary research: Students discuss the results of their findings in relation to their aim and outline main conclusions and any recommendations.</p> <p>Product: Students indicate what they can conclude about the finished product in relation to their aim and if they would change anything. (They can refer to any changes they made after pre-testing and testing of final product, if applicable.). They can focus on aspects such as sustainability, safety, hygiene, aesthetics, efficiency and other quality issues as applicable to the production and end-product.</p> | |
| <p>Evaluation (Max. 200 words)</p> | <p>Students should evaluate the whole process and implementation of their Primary research or Product development with reference to steps, tools, etc. and make recommendations as applicable. They should also reflect on their own performance in the project, suggesting areas for improvement.</p> | |
| <p>Reference List, Bibliography and Appendices</p> | <p>Students need to include a complete Reference List indicating sources they cited and, if applicable, a Bibliography with any other resources they referred to.</p> <p>They also need to include Appendices as applicable.</p> <p>Primary research -</p> <ul style="list-style-type: none"> • Draft of data collection tools; • Signed Consent Forms; • Copies of any filled-in questionnaires; • Notes taken during or following interviews; • Any notes related to the research implementation (e.g. reminders, additional photographic evidence). <p>Product -</p> <p>Any notes related to the product development (e.g. rough diagrams, notes re measurements/colour/materials, reminders, notes re any testing, additional photographic evidence).</p> <p>A dated log of completion and/or submission of main tasks in the implementation of the project has to be included.</p> | |

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| | <p>The Oral Presentation Content</p> <p>In their presentation the student needs to explain:</p> <ul style="list-style-type: none">• the aim of the project;• the steps involved in developing the project (carrying out the data collection; developing the product);• what was learnt/concluded from the project. <p>The student may need to answer questions to show:</p> <ul style="list-style-type: none">• mastery of the concepts covered by the project;• involvement in the actual design and implementation of the project itself;• analytical self-reflection on the experience. |
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Exemplar 4: Investigative Practical Assignment

| Investigative Practical Assignment | |
|------------------------------------|---|
| | <p>Investigations are an optimum way of developing analytical and scientific process skills in students using an inquiry-based approach. Inquiry Analytical skills include understanding a problem which needs to be explored or tested and determining the most appropriate tools, methods and measures to do so. Scientific skills include developing a problem statement, designing an investigation, interpreting and evaluating data and producing evidence-based arguments. In an investigative practical all this takes place in an inquiry-based approach where the students are at the centre of learning and where analytical and scientific process skills facilitate the development of problem-solving and critical thinking.</p> <p>In Home Economics, investigative practicals can take various formats, such as:</p> <ul style="list-style-type: none"> - comparing which type of an ingredient is best to achieve a required outcome in a dish (e.g. white flour vs half white and half wholemeal flour to make muffins; different types of yeast to prepare a dough as a pizza base); - testing which item from a set of two or three shop-bought items (e.g. ready-made pizza dough) offers the best outcome or efficiency in use as measured by various criteria (e.g. appearance, taste, time to complete, labour/effort required, ancillary equipment used, amount of cleaning required, cost, environmental impact to include energy/water usage; waste created); - comparing a shop-bought/convenience product and a home-made product looking at different criteria (e.g. shop-bought cake mix vs. cake made at home from scratch; making ricotta pie filling using fresh local ricotta and broad beans vs. imported ricotta and frozen broad beans); - comparing two methods of doing a certain task (e.g. whisking a cake mixture with a balloon whisk vs. an electric hand-whisk; making an egg-based snack comparing using a boiled vs. poached vs. scrambled egg). <p>Students can be encouraged to consider authentic problem situations to solve based on real-life scenarios that families may encounter in their home or every day consumption choices. In fact, Practical Investigations can be used to address various Learning Outcomes such as in the area of food commodities, food production, consumer education and sustainable living.</p> |
| | <p>The following steps related to the implementation of the investigative practical are being suggested:</p> <ol style="list-style-type: none"> 1. Teacher discusses with students a real life scenario related to everyday actions in the home (with a focus on ingredients/ food/cooking). 2. Keeping the scenario in mind, students are guided to devise a clear problem statement or hypothesis, identifying and selecting which factors/variables to focus on. 3. The topic to be investigated needs to be backed by reasons to support its relevance to everyday living (individual and family choices or actions) and showing understanding of scientific or sustainability principles as relevant. 4. Students devise a valid plan of action for the practical investigation, making use of a Preparation Sheet to indicate materials/tools/equipment required and a step-by-step process for realisation. 5. Students design a simple grid for recording results. 6. Students carry out the practical investigation and use their grid to record the outcomes based on their own observations and/or based on feedback from any other testers (e.g. a tasting panel made up of fellow-students). |

7. Students compile and finalise the Investigative Practical Assignment documentation including the Investigative Practical Assignment title, problem or hypothesis, factors/variables of interest, justification of the investigation, Preparation Sheet (including materials/equipment/tools used step-by-step process followed), empty and filled in Results Grid, simple narrative of results, key conclusion/s and application of results, evaluation of process and recommendations, and self-evaluation.

It is important that students carry out the investigation in an efficient, safe and hygienic manner, adopting environment-friendly practices and also being ethical where any human testers are involved. Teachers will assess the realisation of the Investigative Practical.

The following information shows what is expected in the Investigative Practical Assignment documentation.

| SECTION | DETAILS |
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| Title (Suggested by teacher so no marks awarded) | Title of the investigation |
| Problem statement or hypothesis (1-2 sentences) | A statement of what is going to be investigated written as a problem statement or as a hypothesis |
| Key factors or variables of interest (Minimum of 3) | List of key factors or variables to be focused on (e.g. appearance, taste, time to complete, labour/effort required, ancillary equipment used, amount of cleaning required, cost, environmental impact [energy/water usage; waste created]). |
| Investigation justification (3-4 sentences) | Description how the investigation is related to everyday living (individual and family choices or actions) and how it is linked to scientific and/or sustainability principles as relevant. |
| Plan of action (Preparation Sheet; design of Results Grid) | Completed Preparation Sheet to include the list of materials/tools/equipment and any other resources (including people) required, as well as a list of logically sequenced steps to carry out the investigation. Grid designed to record results, where the factors/variables of interest are listed up top and the comparative products/items/actions on the side. |
| Outcomes (Completed Results Grid) | Completed Results Grid recording all observations/ results using e.g. descriptive text (very good/good/poor), or numbers to show strength/magnitude (1 = low, to 3 = high), or ticks to show strength/magnitude (one tick = low, to three ticks = high), or symbols (e.g. saddies or smilies). |
| Conclusion (10 sentences) | A final statement which answers the problem or the hypothesis, plus offers a brief discussion of the application of the findings to everyday life practices. |
| Evaluation and Recommendations (10 sentences) | An evaluation of the investigation -- efficiency of process (including any changes made during the process), limitations, recommendations for improvement; and an evaluation of the student's own performance. |

