



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



GCSE subject criteria for home economics

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Contents

Introduction.....	3
Aims and learning outcomes	3
Subject content	4
Assessment objectives	7
Scheme of assessment	7
Grade descriptions.....	7

Introduction

1. GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in home economics. They provide the framework within which an awarding body creates the detail of the specification.
2. Specifications must also meet the regulators' general requirements, including the common and GCSE criteria as defined in *The statutory regulation of external qualifications* (QCA/04/1293).
3. Subject criteria are intended to:
 - help ensure consistent and comparable standards in the same subject across the awarding bodies
 - ensure that the rigour of GCSE is maintained
 - ensure that specifications build on the knowledge, understanding and skills established by the national curricula for England, Northern Ireland and Wales, and facilitate progression to A level home economics subjects
 - help higher education institutions, employers and other stakeholders such as learners and parents/guardians know what has been studied and assessed.
4. Specifications may be offered under the following titles:
 - home economics
 - home economics: child development
 - home economics: food and nutrition
 - home economics: textiles.
5. Any specification that contains significant elements of the subject home economics must be consistent with the relevant parts of these criteria.

Aims and learning outcomes

6. GCSE specifications in home economics should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.

They should prepare learners to make informed decisions about further learning opportunities and career choices.

7. GCSE specifications in home economics must enable learners to:
 - actively engage in the processes of home economics to develop as effective and independent learners
 - develop their knowledge and understanding of human needs within a diverse society
 - develop their knowledge and understanding of relevant technological and scientific developments
 - develop a critical and analytical approach to decision making and problem-solving in relation to the specified context
 - examine issues that affect the quality of human life, including an appreciation of diversity
 - evaluate choices and decisions to develop as informed and discerning consumers.

Subject content

8. The content of GCSE specifications in home economics must reflect the learning outcomes.
9. GCSE specifications with home economics in the title must require learners to plan and carry out investigations and tasks in which they:
 - analyse issues and problems
 - identify, gather and record relevant information and evidence
 - analyse and evaluate evidence
 - make reasoned judgements and present conclusions.
10. GCSE specifications with home economics in the title must require learners to develop their knowledge and understanding of:
 - human needs within a diverse society
 - relevant technological and scientific developments

- the specific content set out below, as required by the title of the qualification.

Home economics

11. A GCSE specification in home economics must require learners to demonstrate knowledge, understanding and application of skills in relation to:

Choice and management of resources

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

and either

Family life

- the concept of the family as a social institution
- the contribution of family life to the personal and social development of its members
- the importance of developing and strengthening family relationships
- the interdependence and interaction among individuals, families and societies

or

Diet and health

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

Home economics: child development

12. Specifications must focus on child development from conception to the age of five and require learners to develop knowledge, understanding and skills in relation to:

- the roles and responsibilities of the family, including factors affecting consumer choice, and their effects on a child's development
- pre-conception, conception, pregnancy, birth and post-natal factors relating to the parents and the child

- diet and health in relation to babies and young children
- the stages of and conditions influencing babies' and young children's:
 - physical development
 - social and emotional development
 - intellectual development
- support available to the child and family.

Home economics: food and nutrition

13. Specifications must require learners to develop knowledge, understanding and skills in relation to:

- nutrition, diet and health throughout life
- factors affecting consumer choice
- the nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking
- food hygiene and safety
- techniques and skills used in food storage, preparation and cooking.

Home economics: textiles

14. Specifications must require learners to develop knowledge, understanding and skills in relation to:

- the classification, sources and properties of fibres, in relation to yarn production and fabric construction
- the performance characteristics of textiles
- the factors affecting consumer choice
- the factors, including cultural factors, influencing creative design
- the techniques used in the design, construction and decoration of textiles.

Assessment objectives

15. All specifications must require candidates to demonstrate their ability to:

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

Scheme of assessment

16. GCSE specifications in home economics must allocate a weighting of 40% to external assessment and a weighting of 60% to controlled assessment in the overall scheme of assessment.

17. Question papers must be targeted at the full range of GCSE grades.

Grade descriptions

To be added later