



## External Assessment Report 2013

Subject(s)	Home Economics: <ul style="list-style-type: none"><li>- Health &amp; Food Technology</li><li>- Lifestyle &amp; Consumer Technology</li><li>- Fashion &amp; Textile Technology</li></ul>
Level(s)	Intermediate 1

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the Examination.

# Comments on candidate performance

## General comments

The performance of most candidates was very similar to previous years.

## Areas in which candidates performed well

Step 1: Most candidates were successful in identifying the main points from the given brief and in selecting only one or two additional points, as suggested in the Candidate's Guidelines.

Step 2/3: Most candidates chose their final items well and planned their ten hours of practical work in line with the requirements at this level.

Step 7: Most candidates completed the star rating chart successfully and made very good, relevant, evaluative comments to support their chosen ratings.

## Areas which candidates found demanding

Step 1: A few centres allowed candidates to use their own wording instead of using the wording of the brief to identify the main key points.

A few candidates missed a word when identifying the main key points.

Some centres had candidates listing up to five additional points, making evaluating the main and additional points at step 7 more difficult.

Step 2/3: A few candidates did not offer a range of items, ie two or more items. A few did make their choice from items that were not ticked across the table and were not eligible.

Step 4: A few centres did not give their candidates the correct amount of time to plan, carry out and evaluate their items. Candidates are entitled to ten hours in total.

A few candidates did not plan to make the item or items that they had chosen in Step 3, or made and evaluated items not chosen.

Some centres had candidates who omitted the time or length of period or dates from their plans.

Very few candidates had retrospective time plans.

Some plans were very vague, with candidates not making it clear what they intended to do, eg day 1 - cook, day 2 – sew.

A few centres had candidates who did not make reference to requisitioning of equipment, materials and resources in their time plans.

Step 5: Some centres included the requisitioning forms. This is not required.

Step 7: When making evaluative comments, some candidates fail to make reference to the items they made.

Some candidates fail to be specific when referring to skills and equipment used and in doing so, fail to make the comments evaluative.

A few candidates miss out some of the points to be evaluated.

## **Advice to centres for preparation of future candidates**

- ◆ Centres should refer to the SQA website for updated Guidelines for Candidates and Teachers every year.
- ◆ Centres should make sure that they use the accurate brief title for session 2014.
- ◆ Centres must ensure that candidates are given ten hours to carry out the Practical Assignment, with at least five hours allocated to practical activities.
- ◆ Centres should make sure they make good use of exemplar materials available on the SQA website Understanding Standards page: Home Economics.
- ◆ Centres should make sure that candidates are given the opportunity to practise another practical assignment before embarking on the official SQA brief for the year 2014.
- ◆ Centres should ensure that all fly leaves are signed and dated by candidates.
- ◆ Centres should use the calendar of administration procedures available on the SQA website to keep up to date.
- ◆ Centres must ensure that candidates use either food or textiles to make their final items as required by the practical assignment brief.

## Fashion and Textile Technology

### Statistical information: update on Courses

Number of resulted entries in 2012	428
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Number of resulted entries in 2013	453
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### Statistical information: Performance of candidates

#### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 45				
A	40.0%	40.0%	181	38
B	34.9%	74.8%	158	32
C	16.1%	90.9%	73	27
D	5.5%	96.5%	25	24
No award	3.5%	100.0%	16	-

## Health and Food Technology

### Statistical information: update on Courses

#### Intermediate 1

Number of resulted entries in 2012	420
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Number of resulted entries in 2013	393
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### Statistical information: Performance of candidates

#### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 45				
A	61.3%	61.3%	241	36
B	29.8%	91.1%	117	30
C	7.1%	98.2%	28	25
D	1.3%	99.5%	5	22
No award	0.5%	100.0%	2	-

## Lifestyle and Consumer Technology

### Statistical information: update on Courses

#### Intermediate 1

Number of resulted entries in 2012	606
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Number of resulted entries in 2013	508
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### Statistical information: Performance of candidates

#### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 45				
A	54.5%	54.5%	277	36
B	31.9%	86.4%	162	30
C	8.5%	94.9%	43	25
D	1.2%	96.1%	6	22
No award	3.9%	100.0%	20	-

## General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year, SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry, this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related, as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.