External Assessment Report 2013

Subject(s)	Home Economics
Level(s)	Standard Grade

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

Standard Grade Home Economics presentations showed a slight decrease, possibly due to this being the last diet of the exam.

Knowledge of nutrition at all levels was much improved in comparison with last year.

Markers have indicated that some candidates failed to read the questions properly and therefore were unable to access all of the marks available.

There appeared to be a decline in candidates highlighting/underlining key points in Handling Information case studies, and the recommended answering technique (information/case study/explanation) was not used, so candidates did not always achieve the second mark.

Evaluation technique in the credit paper was poor.

Areas in which candidates performed well

Foundation Paper: Knowledge and Understanding

- Question 1 a), b), c), e), i), k) were answered correctly by the majority of candidates.
- Question 2b) the majority of candidates correctly identified two nutrients found in cheese.
- Question 3b) most candidates knew how to match the correct Dietary target with the associated dietary disease.
- Question 4b) most candidates gave two benefits of walking.

Foundation Paper: Handling Information

- Questions 2 and 3 were both very well answered.
- Question 6a) was well answered.

General Paper: Knowledge and Understanding

- Question 1c) the majority of candidates correctly identified three symptoms of food poisoning.
- Question 3c) most candidates could list non-diet related advice to help reduce high blood pressure.
- Question 5c) most candidates identified foods which help prevent anaemia.

General Paper: Handling Information

- Question 2a) candidates have improved their performance in this type of handling information question — where they do not have to make a choice, but instead have to justify why the information about the appliance/item meets the needs of the case study.
- Question 5a) most candidates performed well in this question.

Credit Paper: Knowledge and Understanding

- Question 1b)+c) most candidates provided well explained, detailed responses to these questions.
- Question 2c) many candidates completed the nutrition table and achieved full marks.
- Question 3b) again, candidates provided well explained answers to this question, many showing a good range of knowledge on the subject.
- Question 3c) most candidates could explain what happens to bacteria at the given temperature.

Credit Paper: Handling Information

- Question 2a) a large number of candidates achieving almost full marks for this question. However some candidates dis not relate the outcome to the case study.
- Question 4a) choice of high chair — many candidates were able to relate to the information in this question. As a result, it was very well done by most.

Areas which candidates found demanding

Foundation Paper: Knowledge and Understanding

- Question 1d), f), g), j) few candidates could identify either the hood as a design feature or a debit card as the only method of payment not using a form of credit.
- Question 5 few candidates could identify the care labels.

Foundation Paper: Handling Information

- Question 4-6 at this level, candidates continue to find it hard to access the plus point by explaining their answer.

General Paper: Knowledge and Understanding

- Question 1b) In this question, many candidates did not read the question carefully and wrote their answer about transporting food home rather than buying food. Markers reported that many candidates lacked specific knowledge about date marking, often using outdated terminology such as 'sell by' date.
- Question 2b) Many candidates left this question blank. Of those who attempted it, very few achieved full marks. In particular, knowledge of the double insulation mark was poor.
- Question 2c) Many candidates achieved good marks for this. However, markers remarked that a sizeable number of candidates chose to write that throwing water on a chip pan fire would put it out. This is obviously dangerous.
- Question 4c)i) Few candidates correctly identified the name of the Act. However, many did achieve marks for giving good reasons how consumers are protected.
- Question 5b) Many candidates lost marks in this question as they rewrote the information in the question but did not explain why it was relevant.

General Paper: Handling Information

- Question 1a) Candidates did not explain their answers in this question. Many were confused when writing about the insulated compartments and anti-bacterial lining.
- Question 3a) Candidates did not give enough detail in their answers.

Credit Paper: Knowledge and Understanding

- Question 2b) Many candidates wrote their answers about vitamin C loss when cooking food rather than preparing food so could not gain full marks.
- Question 4b) Whilst candidates could identify the accidents, many had not read the question carefully and did not apply their answer to planning a bedroom. Instead, they just gave general reasons about how to prevent the accident from occurring, and therefore lost marks.
- Question 4c) Many candidates mixed up weaning with bottle/breast feeding. There were also a significant number of candidates who left this question blank. However, in some centres, there were some excellent answers to this question.

Credit Paper: Handling Information

- Question 3a) Most candidates did not write enough detail in their answers. The most common error was that candidates failed to mention the function of the halogen cooker and explain how this was important to the family. Many candidates answered this as if it were general handling information rather than an evaluation.

Statistical information: update on Courses

STANDARD GRADE

Number of resulted entries in 2012	4564

Number of resulted entries in 2013	4209

Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	17.0%
Grade 2	28.7%
Grade 3	28.6%
Grade 4	19.7%
Grade 5	4.3%
Grade 6	0.5%
Grade 7	0.0%
No award	1.3%

Grade boundaries for each assessable element in the subject included in the report

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
KU	40	26	22	35	17	12	30	18	14
HI	40	25	20	35	20	17	30	16	12