



## External Assessment Report 2013

Subject(s)	Lifestyle and Consumer Technology
Level(s)	Higher

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 numbers presented for Lifestyle & Consumer Technology showed a significant increase and was the highest of the last four years. Most candidates embark on the Higher Lifestyle and Consumer Technology course having studied Standard Grade Home Economics, but almost 41 % are direct entries with no previous experience.

The external assessment, the question paper and Technological Project, functioned as intended, and there was no requirement to make any grade boundary adjustments.

93.5% of candidates passed the external assessment, and 2.7% of candidates were awarded a Band 8 or 9. Possibly, the candidates who were awarded a Band 8 or 9 should have been presented at Intermediate 2 Lifestyle & Consumer Technology. As the Technological Briefs are the same for Intermediate 2 and Higher it is possible to drop candidates down a level.

The average mark for the question paper showed a slight decrease from last three years. The average mark for the Technological Project showed a very slight decrease. Ways of improving candidate performance can be established by following the guidance in this report.

The Lifestyle and Consumer Technology course is suitable for pupils who have an interest in the home and all that impacts on the health of the family. It is suitable for candidates who are interested in working in child care/nurseries, elderly care homes, teaching, money advice centres, consumer advice centres and social work.

## Technological Project

	<b>Areas where candidates performed well</b>	<b>Areas which candidates found demanding</b>
Step 1.1	Most candidates provided good explanations of the key wording of the brief. Those candidates who provided more detail in their explanations of the key points tended to demonstrate better understanding of the brief, which benefitted them at later stages of the Technological Project.	Candidates mainly opted for brief 1. There were instances of candidates incorrectly copying the brief.  Some candidates are still failing to explain both food and textiles.
Step 1.2	Spec points were usually acceptable. The candidates who developed specification	Those candidates who gave double spec points were disadvantaged in a number of areas as they would not

	<p>points that clearly linked to the wording of the brief tended to produce better solutions in step 2.2, as their work was more focused.</p> <p>Generally the candidates produced between 5–6 specifications points, which avoided additional work at later stages.</p> <p>There are more candidates who demonstrate that they understand measuring/testing of each specification point.</p> <p>Most candidates explained the importance of each specification point.</p>	<p>fully explain or evaluate the whole specification point.</p> <p>Some candidates did not make the link to food / textiles.</p> <p>Some candidates failed to earn the marks as they did not use the correct terminology, eg ask, talk to, get feedback, get an opinion, consult, visit, gather menus. Candidates should make reference to the Candidate Guide and use the correct terminology for investigations or tests.</p> <p>Some candidates more or less repeated their spec points in the explanation, with no further expansion to actually explain their specification, and so earned no marks in this section. Some candidates listed a number of measurements rather than deciding on the one which was most relevant.</p>
Step 1.3	<p>Those candidates who did state the type of party were able to link more closely to a specific target group and the type of food / textile that was already available.</p>	<p>Key words that were missed in the specifications were also omitted in the investigations were ‘ethnic resources’, ‘food/textile’. This may have been because these key words were omitted from their specification.</p> <p>A number of candidates did not show that they were linking or investigating to collect data in relation to all of their specification points.</p>
Step 2.1	<p>Centres who made good use of the guidance provided in the candidate guide provided strong investigations that provided valuable data to use when drawing up a solution.</p> <p><b>From 2014, three literary/internet sources will be required for a valid investigation.</b></p>	<p>Some candidates provided minimal investigations that did not allow sufficient data to be collected to allow the creation of interesting solutions. Probably weakest area was conclusions, where personal opinion was given and the conclusion was not based on results of investigation or linked to the impact on the possible solution.</p>

Step 2.2	<p>Some candidates came up with original solutions based on good research from the investigations. The solutions were clearly linked to wording of the brief and described in detail.</p> <p><b>It is essential that a textile solution be manufactured using textiles.</b></p>	<p>Some candidates failed to develop or create new food/textile products. This fails to meet the wording of the brief where the candidates were asked to 'develop' a new dish or food product. Candidates should be reminded that they should <b>use metric measurements</b>.</p>
Step 3.1	<p>Most candidates provided sufficient detail about how to manufacture their chosen solution to allow it to be produced by another person.</p>	<p>Candidates are reminded they should include the date. Some candidates failed to provide sufficient detail to allow the preparation of the solution.</p> <p>Pressing/hand washing should be included for textile solutions. Hygiene throughout food preparation in particular after handling raw meat and washing fruit and vegetables should also be included.</p>
Step 3.2	<p>When candidates prepared tests that covered all of the specification points, this provided lots of data for evaluation against the spec in 4.1.</p>	<p>Testing was still confused in a few cases with technique. Questions or tests did not focus on the specification points which then, of course, did not allow an evaluation in the next stage to be based on evidence.</p>
Step 3.3	<p>Candidates who made good use of the guidance in the Candidate Guide provided strong valid testing which gave valuable data to use in the evaluation section, particularly step 4.1.</p>	<p>Some candidates failed to identify the details of the expert they were interviewing and so lost marks.</p>
Step 4.1	<p>Candidates who conducted strong testing against each of the specification points gave themselves data on which to base their evaluations.</p>	<p>Some candidates quoted from the answers in the tests instead of evaluating the information.</p> <p>Evaluations were not backed up by testing etc, and often included personal opinions and inaccurate interpretation of results. There was no evidence of costing to back up evaluation in some projects.</p>

Step 4.2	Candidates are advised to complete their evaluation for each step when they have completed the step. See Candidate Guide.	Many candidates gave unsupported, personal comments/statements. Many candidates spoke about previous experience in SG Hospitality, and previous practising in class. This is not evidence that can be used as the basis of the evaluation. <b>The evaluative comment in this section must make reference to the impact for the final solution.</b>
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## Question paper

These comments should be read in conjunction with the examination paper and the marking instructions, which will be available on the SQA website. The comments include areas where candidates performed well and areas they found demanding and so helps provide guidance on improving candidate performance

On some occasions candidates could not access the marks as they failed to understand what the question was asking. This can be tackled by allowing pupils access to past papers and marking instructions.

### Section A

Question	Comment
1	Well answered
2	Well answered
3	Well answered
4	Mostly well answered – some did not understand <i>property</i> of silk.
5	Mostly well answered
6	Fairly good knowledge of this abbreviation. Learn all the abbreviations – those tested are in bold in the course content grids.
7	Very poorly answered
8	Well answered
9	Most candidates answered well - some do not understand market research.
10	Fairly well answered
11	Poorly answered – candidates should learn factors influencing choice of goods.
12	Fairly well answered.
13	Well answered
14	Well answered - candidates must make it clear which answer is advantage and which one is the disadvantage.

## Section B Question 1 compulsory question

	<b>Facts about performance</b>	<b>Action Required</b>
1a	<p>Most candidates gained full marks for identifying factors affecting the choice of clothing for students.</p> <p>A large percentage earned the marks for explanations of the factors.</p> <p>Answers for this question were well laid-out with clear factor and separate explanation.</p>	<p>Candidates must ensure they provide explanations which refer to students. Some candidates lost marks if they failed to do this or their explanations were too vague.</p>
1b	<p>Some candidates failed to gain full marks for this question as they did not use the evaluation technique — opinion, fact, consequence. The candidates could list facts, but could not evaluate personal loan/contacting CAB to reduce debt.</p>	<p>Candidates should be given opportunity to practice and develop skills of evaluation.</p> <p>Candidates understood personal loan better than CAB.</p> <p>Candidates should use the mark allocation to determine how many points of evaluation they should write in their responses.</p>
1c	<p>Well answered by majority of candidates and answers linking to the role of the Samaritans.</p>	<p>Practice question linked to other services identified in course content grids.</p>
1d	<p>Well answered by most candidates, with good knowledge of the responsibilities of a parent.</p>	
1e	<p>Poor knowledge of Shelter/WRVS.</p> <p>Some candidates only offered one point of evaluation for Shelter/WRVS.</p>	<p>Answer similar questions for different voluntary services.</p>

## Choice Questions

### Question 2

	<b>Facts about performance</b>	<b>Action Required</b>
2a	<p>Most candidates who implemented the stages of evaluation and so covered all the required areas and referred to the vegetarian woman gained full marks.</p>	<p>Candidates must provide all stages of the answer — an opinion based on the data on the table, linked to the person in the wording of the question. They must then</p>

	<p>Some candidates did not provide the consequence for health in the evaluation.</p> <p>The candidates' knowledge of nutrition has improved this year.</p>	<p>demonstrate their knowledge of the function of the nutrient and then provide a consequence in relation to the impact on this person's health.</p> <p>As this question is testing evaluation skills linked to knowledge in relation to the nutritional needs of a vegetarian woman, this should be mentioned in the answer.</p> <p>Similar question could be practiced for different family members.</p>
2b	Candidates answered this question fairly well, showing a good understanding of osteoporosis.	Repeat this question for other dietary diseases.
2c	Generally good knowledge the use of elastomeric fibres in swimwear.	Many candidates did not know three facts about elastomeric fibres.
2d	Candidates lacked knowledge of these labels.	Practice questions for other labels as identified in the course content grids.
2e	Candidates had reasonable knowledge of the responsibilities of ASA.	Candidates must learn the responsibilities of other organisations as identified on course grids.

### Question 3

	Facts about performance	Action Required
3a	Candidates who made reference to a jacket were able to focus their answers on the product and this helped them gain marks.	Practise food or textile focused products in the different styles of this question, which appears frequently in previous papers.
3b	Well answered. Candidates demonstrated good evaluation skills by showing an understanding of fabric for a winter jacket in relation to the criteria shown on the star profile.	Practise food or textile focused questions, which appear frequently in previous papers. <b>It is essential that candidates differentiate between the ratings for 5 very high and 4 high, also for 2 low and 1 very low.</b> Some candidates are simply grouping these as high or low, the answer needs to be more specific to the interpretation of the rating.
3c	Candidates tackled this question on methods of payment well.	Candidates should practise similar questions linked to other methods of payment as identified in the course

		content grids.
3d	This question was fairly well answered and showed good understanding of breakfast clubs and the needs of the family.	Candidates who lay out the answer well and refer to the family gain more marks.
3e	Candidates did not demonstrate good knowledge of the Food Safety Act 1990	Candidates should learn information in relation to different legislation that protects the consumer as in the course grids.

#### Question 4

	<b>Facts about performance</b>	<b>Action Required</b>
4a	Well answered with candidates identifying different family structures.	Practise technique for identify and explain questions from previous papers.
4b	Poorly answered as candidates did not always show knowledge of the statutory services.	Practise this question using a variety of different services to the consumer.
4c	Candidates demonstrated good knowledge of SDT and could link to the ingredients in the meal.  Most candidates answered this question well.	Candidates should use the code given against the mark allocation and the wording of the question to make sure they provide all stages of the evaluation answer. This question can be repeated for different meals.
4d	Candidates demonstrated good knowledge of factors contributing to obesity.  Marks were gained when candidates provided explanations rather than just stated facts.	Practise technique for identify and explain questions from previous papers.
4e	Candidates lacked some knowledge of cook-chill and extrusion cooking.	Practise this question for other technological developments.

# Advice to centres for preparation of future candidates

## Technological Project

- ◆ Centres must ensure they use the up-to-date version of the Teacher Guide and Candidate Guide for the technological project, which can be downloaded from the SQA website. This will be available when the new briefs for the technological project are published.
- ◆ Candidates should check that each step has been completed in line with the guidance in the document to ensure they maximise the marks they earn.
- ◆ Candidates may find it helpful to identify a target group for their project as this may help them to focus on the needs of this particular group and so produce a more in-depth piece of work.
- ◆ Candidates should take responsibility for checking that each page of the project has been correctly collated and is included in the final work submitted to the SQA.
- ◆ Complete the evaluation of each step of the Technological Project at the time identified in the candidate guide. Candidates should make sure that they write their evaluations based on evidence.
- ◆ If you have presented candidates for three years, you are encouraged to become involved in the marking of the Technological Project so that you have a greater understanding of how candidates gain marks. Markers always state how valuable marking is in helping to raise their candidate's attainment. Information on how to apply to become a Marker can be found on the SQA's website in the Appointee Management section.
- ◆ Although the marking instructions for the projects are available on the SQA website, candidates should be encouraged to come up with their own specification points, investigations and tests which will then be more clearly focused on the wording of the brief.

## Written paper

- ◆ Candidates who have applied the correct answering technique achieve a higher mark than those from centres where there has been less emphasis on this. Those candidates who could answer evaluation questions correctly in the choice questions tended to score higher total marks for their papers.
- ◆ Candidates should use the mark allocation to establish how many answers they should provide — in some areas too much was written, and in others not enough.
- ◆ Create a well-balanced prelim that meets the correct paper specification. This will prepare the pupils well for the written examination. This evidence can also be used to generate evidence for absentee candidates and appeals if necessary.
- ◆ Encourage candidates to use the SQA website for past papers, update letters, marking instructions, Understanding Standards materials etc.
- ◆ Practise all past Section A questions, and encourage candidates to create their own Section A questions. Candidates who are well prepared for Section A demonstrate a wide knowledge of the course content and may therefore perform well in the rest of the paper. Note: when collating the questions for the prelim, ensure the questions are progressively difficult towards the end.

- ◆ The questions towards the end of Section A are designed to discriminate and require more detail when they have the following wording — advantage, disadvantage, explain, benefit etc.
- ◆ Practise Section B question 1 to ensure that the candidates are familiar with the areas tested in this area.
- ◆ Although candidates use evaluation skills in question 1, they often do not apply the same answering technique in the choice questions. The candidates frequently have the knowledge but as they fail to evaluate they lose valuable marks.
- ◆ Dietary targets — a number of candidates did not know the whole dietary targets in sufficient detail for Higher — ‘five-a-day’ is not acceptable at Higher level. Pupils should know the full target, eg ‘increase consumption of fruit and vegetables to 400g per day’. There is even confusion between nutrients and food categories, which are used by candidates to create new targets.
- ◆ Allowing candidates to mark a copy of a colleague’s written paper illustrates how marks are lost and gained, which is useful in training them on answering technique.
- ◆ Candidates can make use of bullet points to reduce the amount of writing and so save time, but they must still ensure that they refer to the wording of the question.
- ◆ Note: Lifestyle and Consumer Technology can use some questions from either the Health and Food Technology or Fashion and Textile Technology question papers as additional sources of questions for homework etc.
- ◆ An excellent way to prepare pupils is to ensure they sit a valid prelim with a similar style of questions to the current questions, so it would be advisable to compile questions from the previous three or four years. Ensure question 1 meets the specification, and that the overall totals are correct. Use the information at the back of the marking instructions. Avoid using a complete question from any previous paper —mix questions from previous papers. It would be useful, but not essential, to change the focus of the questions, eg if the question is focused on a backpack, change the focus to sleeping bags. Note: half-marks have not been used for a number of years, and questions using half-marks should be changed to one-mark questions in line with the current papers.
- ◆ Examine the current year’s marking instructions for Higher Lifestyle & Consumer Technology. This is the standard that should be applied when marking previous questions and prelims. (When previous marking instructions were written they were sometimes written as outline instructions and do not provide as much detail as current instructions.)
- ◆ If you have presented candidates for three years, you are encouraged to become involved in the marking of the question paper so that you have a greater understanding of how candidates gain marks. Markers always state how valuable marking is in helping to raise their candidate’s attainment. Information on how to apply to become a Marker can be found on the SQA’s website in the Appointee Management section.

## Statistical information: update on Courses

Number of resulted entries in 2012	279
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Number of resulted entries in 2013	337
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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 150				
A	36.5%	36.5%	123	105
B	32.9%	69.4%	111	90
C	24.3%	93.8%	82	75
D	3.9%	97.6%	13	67
No award	2.4%	100.0%	8	-

## 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.