External Assessment Report 2009

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|---|---|
| Subject | Home Economics |
| Level | Intermediate 2 - Health and Food Technology<br>- Lifestyle and Consumer Technology<br>- Fashion and Textile Technology |

**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

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|---|---|
| L+CT and F+TT | Candidates attainment in the TP is generally higher than in the Paper. |
| H+FT | Candidates attainment in the Paper and TP is similar. |

## Technological Projects – all contexts

All Centres are using the new pro-forma, allowing candidates to access the full mark allocation. There were however, a small number of Int2 TPs submitted on the Higher pro-forma which may disadvantage some candidates in the concluding Steps.

There is a need for candidates to proof-read their TP carefully prior to submission.

## Question Papers

| | |
|---|---|
| H+FT | Candidates generally demonstrated improved depth of core subject-specific knowledge |
| L+CT and F+TT | Candidates generally lacked depth of some areas of subject-specific knowledge |

The vast majority of candidates made the correct choice when Drawing Conclusions. However, many candidates fail to make relevant links to the questions in Drawing Conclusion and Evaluation answers. There is evidence of poor evaluation skills.

# Areas in which candidates performed well

## Technological Projects

**Step 1:1 Key points and explanation**

Most candidates correctly identified all key points, gaining the candidates maximum marks for this section.
Explanations were in general appropriate.

**Step 1:2 Specification**

Candidates were, in general, listing appropriate specification points.
Most candidates were listing an appropriate number of specification points.
Most specification points identified contained more detail than the brief, gaining the candidates maximum marks for this section.

**Step 1:3 Plan for investigations**

Most candidates identified appropriate investigation techniques.
Most correctly identified a relevant group / interviewee.

**Step 2:2 Solution**

All candidates presented a solution which was appropriate to the brief.
All candidates provided a description of the solution which could be visualised.

**Step 3:1 Manufacture**

Most candidates submitted plans for the manufacture of the solution only.
Most candidates included relevant dates.
Most candidates requisitioned the main resources and equipment required.

**Step 3:2** **Test**

Most candidates identified appropriate tests.
Most techniques identified were appropriate to the tests.

**Step 4:1** **Evaluation**

Most candidates correctly transferred specification points from Step 1:2.

## Question Papers

## Health and Food Technology

Many candidates demonstrated improved depth of knowledge of the functions and food sources of nutrients.
The majority of candidates made the correct choice in Drawing Conclusions questions.

1a+b) Most candidates demonstrated good knowledge of functions and sources of carbohydrate.

1d) Most candidates correctly identified one dietary disease linked to high intake of fat.

1e) Most candidates could identify one way of avoiding high blood pressure and osteoporosis.

2a) Many candidates demonstrated good knowledge of food safety procedures.

2c) Almost all candidates chose the correct ice lolly and linked most reasons to the case study.

3a) Most candidates chose the correct ready meal.

3c) Many candidates demonstrated good knowledge of prevention of loss of vitamin C.

4a+b) Most candidates demonstrated good knowledge of functional properties of foods in baked products.

4c) All candidates chose the correct cake and linked most reasons to the case study.

5a) All candidates chose the correct sandwich and linked most reasons to the case study.

## Lifestyle and Consumer Technology

Many candidates demonstrated improved depth of knowledge of the functions of nutrients.
The majority of candidates made the correct choice in Drawing Conclusions questions.

1b) Most candidates demonstrated good knowledge of functions of Calcium and Iron.

1c) Most candidates chose the correct snack and linked most reasons to the case study.

2a) Most candidates correctly listed two benefits of breastfeeding.

2b) Most candidates gave correct explanation of the design features and related these to the case study.

2c) All candidates chose the correct high chair and linked reasons to the case study.

3d) Many candidates demonstrated good knowledge of food labelling.

4a) All candidates chose the correct washing machine and linked most reasons to the case study.

4c) All candidates demonstrated good knowledge of recycling techniques.

5c) All candidates chose the correct choice of packaging.

5d) All candidates chose the correct dishes and linked most reasons to the case study.

## Fashion and Textile Technology

The majority of candidates made the correct choice in Drawing Conclusions questions.

1a) Most candidates correctly identified one property of cotton.

1b) Most candidates correctly identified one fabric finish.

1c) Most candidates correctly identified one fibre suitable for swimwear.

1d) All candidates chose the correct thread.

2a) Many candidates correctly evaluated the design features, linked to the case study.

2b) Many candidates demonstrated understanding of the benefits of drawing up a specification for a product.

2c) Many candidates correctly explained the importance of aesthetic properties of clothing for young children.

3b) All candidates chose the correct online company.

4b) All candidates chose the correct jacket and linked reasons to the case study.

5a) Most candidates gave correct explanation of the design features and related these to the case study.

5a) Most candidates correctly identified label.

5c) Most candidates chose the correct sleep suit and linked most reasons to the case study.

# Areas which candidates found demanding

## Technological Projects

**Step 1:1 Key points with explanation**

Some candidates joined too many key points together and although they could be awarded the marks for identification of the key points, they often failed to give an explanation which encompassed all the key points identified, so could not be awarded the mark.

**Step 1:2 Specification**

A few candidates are still providing a specification which contains too many points. This may disadvantage the candidate at Step 4:1 where they required to evaluate all the specification points successfully. A four point specification is required at Int2.
If a specification point is identified in relation to cost, the candidate must carry out a costing exercise as a method of measuring or testing. Candidates often fail to do this.
Many candidates failed to identify appropriate measures and identified investigations, not tests. A small number of candidates failed to identify the appropriate target group or 'expert'.

**Step 1:3 Plan for investigations**

A significant number of candidates failed to identify investigations which were essential to the brief and consequently could not be awarded the full mark allocation.

**Step 2:1 Investigations**

A number of candidates failed to achieve the aims stated on page 6 of the TP and so were penalised.
Some candidates did not show the results of their investigations, providing only a summary of results
ie star profiles, results expressed as percentages or pie charts which are not quantified, with no indication of how these results were arrived at, and therefore could not be awarded marks.
A number of candidates did not draw conclusions from the investigations and simply repeated the results. Many conclusions did not show progression to future investigations or explain how the results might influence the solution so could not be awarded marks.

**Step 2.2 Solution**

Some candidates presented solutions which were not based on the results of their investigations.

**Step 3.1 Manufacture**

Some candidates lost marks for failing to include quantities or for the use of imperial or handy measures. All measurements should be metric.
A number of candidates did not include the day and date of manufacture.
Some candidates did not include sufficient breakdown of time or detail in the work sequence to be awarded the full mark allocation, particularly in the F+TT context.
A small number of candidates did not indicate any breakdown of time so could be awarded no marks for time allocation.

**Step 3:3 Test**

Some candidates did not show results, but provided a summary of results. (See comment at Step 2:1). Many candidates did not draw conclusions based on the results of the test, offering personal opinion.

**Step 4:1 Evaluation**

Many candidates based their comments on prior knowledge/personal opinion and not on the results of testing/investigations. All comments in this section must be backed up with evidence which can be found within the TP.
Candidates often failed to write evaluative comments.

## Question Papers

## Health and Food Technology

In general, candidates:

- demonstrated poor evaluation skills
- failed to link Evaluation comments to the case study.

2b) Poor knowledge of the Food Safety Act 1990 or the Department responsible for enforcing the Act.

3b) Poor evaluation skills shown. Candidates failed to relate to the needs of the student.

4d) Poor knowledge of techniques for reduction of food waste.

4e) Poor knowledge of stages in product development.

5b) Poor evaluation skills shown. Candidates failed to relate to the needs of the pupils or school canteen.

5c) Poor knowledge of Dietary Targets shown.

## Lifestyle and Consumer Technology

In general, candidates:

- showed lack of depth of subject-specific knowledge in some areas.
- poor evaluation skills
- failed to link Evaluation comments to the case study.

1a) Poor knowledge of benefits of regular exercise.

2d) Poor evaluation skills shown. Candidates made general comments about benefits of childcare services but failed to relate these to the needs of the mother.

3a) Poor knowledge of advertising techniques.

3c) Poor knowledge of Dietary Targets shown.

4b) Poor knowledge of Consumer Acts.

4d) Poor knowledge of consumer labels.

5a) Poor knowledge of stages in product development.

5b) Poor knowledge of methods of sensory testing.

## Fashion and Textile Technology

In general, candidates:

- showed lack of depth of subject-specific knowledge
- poor evaluation skills
- failed to link Drawing Conclusions reasons / Evaluation comments to the case study.

1d) Candidates failed to link reasons to the thread used for swimwear.

3a) Poor evaluation skills shown. Candidates failed to relate to the needs of the young couple.

3c) Poor knowledge of function of market research.

4a) Poor knowledge of advertising techniques.

4c) Poor knowledge of Textile Care Labels.

# Advice to centres for preparation of future candidates

## General

- Course content grids are available on the SQA website. All examination questions are sourced from these, so Centres should use these grids as the definitive guide to essential knowledge for candidates. www.sqa.org.uk
- NABs have been revised in line with the revised course content. Centres should use the latest versions.
- Revised pro-forma and Teacher and Candidate Guides for the Technological Project are available on the SQA website.
- Exemplification of TPs in all contexts is available on the SQA website. Centres are encourage to access all contexts as annotated examples of the most common errors are included.
- Exemplification of questions revised to accommodate the removal of ½ marks is available on the SQA website.
- Details of future Quality Network opportunities will be available on the SQA website.

### Question Paper

- Centres are reminded that past question papers are available to download from the SQA website.
- Knowledge mark allocation is 30-37 marks and will test knowledge from Management of Practical Activities, Product Development and Consumer Studies. Candidates' marks may be improved if their answers are backed up by subject specific knowledge.
- Drawing Conclusions mark allocation is 15-20 marks. Candidates should be taught to justify their choice linked to the wording of the question.
- Evaluation mark allocation is 8-10 marks. Candidates should be taught to make a judgement linked to the circumstances in the question.
- Detailed Marking Instructions will be available to download from the website. Centres should use these as guidance to help pupils learn the format and depth of answers which are acceptable.

### Technological Project

- Teacher and Candidate guides are available to download from the SQA website. These give detailed support on the completion of the TP.
- Centres should use the revised pro-forma. This is available to download from the SQA website.
- Candidates who 'drop down' from Higher to Intermediate 2 should submit the TP on the Intermediate 2 pro-forma.
- Candidates must work on the technical project independently. Centres should discourage candidates from using the same investigation techniques, the production of similar solutions and the same testing techniques.

- Centres are reminded that additional key points are no longer required.
- Candidates should ensure that the range of investigations includes all investigations which are essential to the brief.
- Candidates should ensure that a different technique is used for each of the three investigations carried out.
- Candidates' investigations should include sufficient relevant information on which to base a valid conclusion.
- Candidates' results should show the raw data collected from the investigative technique. Summary information eg star profiles, results which are expressed as percentages and random selections of merchandise, cannot be awarded marks.
- Candidates should be encouraged to base their solution on the results of their investigations and should come to a decision on a solution only after their investigations have been completed.
- Centres are reminded that L+CT solutions must be made from either food or fabric components as indicated in the briefs as candidates will be penalised for solutions made from other materials.
- Candidates' solutions must be sufficiently complex to allow for the construction of a suitably detailed work sequence and requisition, or the candidate cannot be awarded the full mark allocation for manufacture.
- Centres should encourage candidates to check requisitions and work sequences carefully, as omissions will be penalised.
- Centres should encourage candidates to indicate a realistic timescale for manufacture of the solution.
- Centres should follow SQA guidelines on the submission of photographic evidence.
- Candidates should proof read their TP before submission.

## Fashion and Textile Technology
## Statistical information: update on Courses

| | |
|---|---|
| **Number of resulted entries in 2008** | 88 |

| | |
|---|---|
| **Number of resulted entries in 2009** | 108 |

## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

| Distribution of Course awards | % | Cum. % | Number of candidates | Lowest mark |
|---|---|---|---|---|
| Maximum Mark - 110 | | | | |
| A | 6.5% | 6.5% | 7 | 77 |
| B | 16.7% | 23.1% | 18 | 66 |
| C | 46.3% | 69.4% | 50 | 55 |
| D | 13.9% | 83.3% | 15 | 49 |
| No award | 16.7% | 100.0% | 18 | - |

## Lifestyle and Consumer Technology
## Statistical information: update on Courses

| | |
|---|---|
| **Number of resulted entries in 2008** | 90 |

| | |
|---|---|
| **Number of resulted entries in 2009** | 111 |

## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

| Distribution of Course awards | % | Cum. % | Number of candidates | Lowest mark |
|---|---|---|---|---|
| Maximum Mark - 110 | | | | |
| A | 8.1% | 8.1% | 9 | 77 |
| B | 25.2% | 33.3% | 28 | 66 |
| C | 18.9% | 52.3% | 21 | 55 |
| D | 17.1% | 69.4% | 19 | 49 |
| No award | 30.6% | 100.0% | 34 | - |

## Health and Food Technology
## Statistical information: update on Courses

| | |
|---|---|
| **Number of resulted entries in 2008** | 265 |

| | |
|---|---|
| **Number of resulted entries in 2009** | 301 |

## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

| Distribution of Course awards | % | Cum. % | Number of candidates | Lowest mark |
|---|---|---|---|---|
| Maximum Mark - 110 | | | | |
| A | 15.9% | 15.9% | 48 | 77 |
| B | 27.9% | 43.9% | 84 | 66 |
| C | 32.6% | 76.4% | 98 | 55 |
| D | 7.6% | 84.1% | 23 | 49 |
| No award | 15.9% | 100.0% | 48 | - |

## 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.