



## External Assessment Report 2012

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 slight decrease. Most candidates embark on the Higher Lifestyle and Consumer technology course having studied Standard Grade Home Economics and almost 35 % are direct entries with no previous experience.

As the specification/standard for the Higher Lifestyle & Consumer Technology paper was the same as in previous years, the Grade Boundaries did not change.

94% of candidates passed the examination, a reflection of the success of those that sat the course, which is highly relevant to the current consumer issues. By examining the breakdown of the component marks, it is possible to establish the areas that should be addressed to ensure that future candidates achieve their potential. See guidance in sections later in this report.

1% of candidates were awarded a Band 8 or 9, and should, perhaps, have been entered at Intermediate 2 level. As the briefs are the same for Intermediate 2 and Higher, it is possible to drop candidates the lower level after the prelims where appropriate.

The average mark for the Question Paper showed an improvement again from last year, and this is a trend that has been shown over a number of years. The average mark for the Technological Project showed a slight increase. Ways of improving candidate performance can be established by following the guidance in this report.

There were no new centres, and five returning centres presenting this year.

The LCT 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, care homes, teaching, money advice centres, consumer advice centres, social work etc. Given the problems with unemployment and the changing role of the family, this course helps candidates prepare for their role as consumers or to work in this area.

## 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.	Some key words were missed out — most common were 'support', 'local', and 'event'. There were instances of candidates incorrectly copying the brief. Care should be taken to ensure that the brief is correctly copied from the wording provided on the SQA website.

Step 1.2	<p>Spec points were acceptable on the whole. The candidates who developed specification points that clearly linked to the wording of the brief tended to produce better solutions in step 2.2 because their work was more focused. Generally the candidates produced between 5-6 specifications points, which avoided additional work at later stages.</p> <p>More candidates this year are demonstrating an understanding of measuring /testing of each specification point.</p> <p>Most candidates explained the importance of each specification point.</p>	<p>The key words that were quite often missed out were 'support' and 'local', this carried on into step 1.3 investigations. Those candidates who gave double spec points were disadvantaged in a number of areas as they would not fully explain or evaluate the whole specification point. Some candidates did not make the link to food / textiles.</p> <p>However 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 local charity/health event 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 missed in the specifications were also omitted in the investigations — support, local, sold, charity, 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> <p>Quite a few candidates did not give any detail as to what the charity/health event was. If they had it might have allowed a greater focus to their work.</p>
Step 2.1	<p>Centres which made good use of the guidance given in the candidate guide provided strong investigations which provided valuable data to use when drawing up a solution.</p>	<p>Some candidates provided minimal investigations which did not allow sufficient data to be collected to allow the creation of interesting solutions. Probably the weakest area was conclusions, where personal opinion was given and the</p>

		conclusion was not based on results of investigation or linked to the impact on the possible solution.
Step 2.2	Some candidates came up with some original solutions based on good research from the investigations. The solutions were clearly linked to wording of the brief and described in detail. It is essential that a textile solution be manufactured using textiles.	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 use metric measurements.
Step 3.1	Most candidates provided sufficient detail about how to manufacture their chosen solution to allow it to be produced by another person.	Candidates are reminded they should include the date. Some candidates failed to provide sufficient detail to allow the preparation of the solution. Pressing/hand-washing should be included for textile solutions. Hygiene throughout food preparation, in particular after handling raw meat and washing fruit and vegetables.
Step 3.2	When candidates prepared tests which covered all of the specifications points this provided lots of data for evaluation against the spec in 4.1.	In a few cases, testing was still confused 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.
Step 3.3	Candidates who made good use of the guidance given in the Candidate Guide provided strong valid testing which provided valuable data to use in the evaluation section particularly step 4.1	Some candidates failed to identify the details of the expert they were interviewing and so lost marks.
Step 4.1	Candidates who conducted strong testing against each of the specification points gave themselves data on which to base their evaluations.	Some candidates quoted from the answers in the tests instead of evaluating the information. 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.
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 practising in class. This is not evidence that can be used as the basis of the evaluation. The evaluative comment in this section must make reference to the impact for the final solution.

## Question Paper

### Literacy

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 animal sources given.
5	Mostly well answered
6	Good knowledge of this abbreviation. Learn all the abbreviations – those tested are in bold in the course content grids.
7	Well answered
8	Well answered
9	Most candidates answered well gaining 2 marks
10	Well answered
11	Generally well answered
12	Lack of knowledge of DEFRA
13	Well answered
14	Well answered - candidates must make it clear which answer is the advantage and which one is the disadvantage.

### Section B Question 1- Compulsory Question

	Facts about performance	Action Required
1a	Most candidates gained full marks for identifying the functions of the family. A large percentage earned the marks for explanations of the factors. Answers for this question were well laid out with clear factor and separate explanation.	Candidates must ensure they provide explanations which refer to family. Some candidates lost marks if they failed to do this or their explanations were too vague.
1b	Some candidates failed to gain full marks for this question as they did not use the evaluation technique OFC (opinion/fact/consequence). The candidates could list facts but not evaluate the affects of divorce / death of a family member. No marks are awarded for statement of facts in evaluation questions.	Candidates should be given opportunity to practice and develop skills of evaluation. Candidates should use the mark allocation to determine how many points of evaluation they should write in their responses.
1c	Well answered by majority of candidates and answers linking to the role of the	Practice question linked to other services identified in course content

	Samaritans.	grids.
1d	Well answered by most candidates with explanation of each factor linking to the food choice of school children.	
1e	Most candidates answered well using OFC technique. Some candidates only offered one point of evaluation for cash/credit card.	Answer similar questions for different methods of payment.

## Choice Questions

### Question 2

	Facts about performance	Action Required
2a	Most candidates who implemented the stages of evaluation, and so covered all the required areas and referred to the five-year-old girl, earned full marks. Candidates who have not been taught to follow the answering technique often fail to score significant marks. Some candidates fail to provide the consequence for health in the evaluation. The candidates' knowledge of nutrition has improved this year.	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 demonstrate their knowledge of the function of the nutrient, and then provide a consequence in relation to the impact on this person's health. As this question is testing evaluation skills linked to knowledge in relation to the nutritional needs of a five year-old girl, the five year-old girl should be mentioned in the answer. Similar question could be practiced for different family members.
2b	Candidates answered this question fairly well showing a good understanding of dental caries.	Repeat this question for other dietary diseases.
2c	Generally good knowledge the use of preservatives in foods.	Some confusion between preservatives and additives in foods.
2d	Candidates' answers showed good understanding of the use of breathable membranes for outdoor wear. Some candidates could not identify three points of explanation.	Use the mark allocation to establish how many answers to provide.
2e	Candidates had reasonable knowledge of the benefits of labels on products.	Candidates must learn the benefits of other labels as identified in the course content grids.

### Question 3

	Facts about performance	Action Required
3a	Candidates who made reference to	Practise food- or textile-focused products

	sportswear were able to focus their answers on the product and this helped them earn more marks.	in the different styles of this question, which appear frequently in previous papers.
3b	Well answered — candidates demonstrated good evaluation skills by showing an understanding of fabric for sportswear in relation to the criteria shown on the star profile.	Practise food- or textile-focused products in the different styles of this question, which appear frequently in previous papers.
3c	Candidates tackled this question on statutory services well and demonstrated knowledge of education and national health service.	Candidates should practise similar questions linked to other services identified in the course content grids.
3d	This question was fairly well answered and showed good understanding of the Sale and supply of goods to consumer regulations 2002.	Candidates who lay out the answer well and refer to the protection offered to the consumer score more marks.
3e	Candidates tackled this evaluation question well and demonstrated knowledge of organic foods. Candidates gained high marks by linking answer to the consumer.	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 – OFC and link their answers to the use of organic foods to the consumer.

#### Question 4

	<b>Facts about performance</b>	<b>Action Required</b>
4a	Well answered with candidates identifying factors other than diet — some candidates confused alcohol intake as non-dietary factor.	Practise technique for identify and explain questions from previous papers.
4b	Poorly answered as candidates did not always show knowledge of the Dietary Targets. The full target is required at this level. A number of candidates only gave three points in their answers.	Practise this question using a variety of different menus. 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 – OFC.
4c	Candidates demonstrated good knowledge of the community services area of course content and answered this question well. Most candidates answered well and evaluated using OFC.	Candidates must learn benefits of community services. 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 – OFC. This question can be repeated for different services.
4d	Candidates demonstrated good knowledge of adaptations for a disabled family member. Marks were gained when candidates	Practise technique for identify and explain questions from previous papers.

	provided explanations rather than just stated facts.	
4e	Candidates had knowledge of at least one of the roles of EHO/CAB.	Practise this question for all consumer protection organisations.

## 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 at the end of September 2012. Please ensure that the updated proforma is used for the technological project.
- ◆ 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.
- ◆ The technological project should meet the requirements of the unit specification so that the NAB pass can be awarded.
- ◆ 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.
- ◆ 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.

### Written paper

- ◆ Candidates who have applied the correct answering technique achieve a higher mark. 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 which 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.
- ◆ Practice 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 more difficult towards the end.
- ◆ The questions towards the end of Section A are more discriminating and require more detail when they have the following wording — advantage, disadvantage, explain, benefit etc.
- ◆ Practice 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 adequately, they fail to access valuable marks.
- ◆ Dietary targets — a number of pupils did not know the whole dietary targets in sufficient detail for higher. '5-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 candidate written paper illustrates how marks are awarded, which is useful in training candidates on answering technique.
- ◆ Candidates can make use of bullet points to reduce the amount of writing and so save time, but must still ensure that they refer to the wording of the question.
- ◆ Note LCT can use some questions from either the HFT or FTT 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 for this question and that the overall totals are correct. Use the information at the back of the marking instructions. Avoid issues linked to 'en bloc' by avoiding using a complete question from any previous paper. Mix up 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 question to one on sleeping bags. Note: ½ marks have not been used for a number of years and questions using half marks should be changed to 1 mark questions in line with the current papers.
- ◆ Examine the current years 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 taught this course for a minimum of three years, the best way to raise attainment is to apply for marking the written paper. See SQA website for details.

## Statistical information: update on Courses

Number of resulted entries in 2011	300
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Number of resulted entries in 2012	279
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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	46.6%	46.6%	130	105
B	31.5%	78.1%	88	90
C	15.1%	93.2%	42	75
D	4.7%	97.8%	13	67
No award	2.2%	100.0%	6	-

## 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.