



External Assessment Report 2011

Subject	Home Economics: Health and Food Technology Lifestyle and Consumer Technology Fashion and Textile Technology
Level	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

As with previous years, the overall performance of candidates was consistent and in line with expectations at this level.

Areas in which candidates performed well

Step 1: Candidates were successful in identifying the main points from the given brief and selected only one or two additional points as suggested in the candidates' guidelines.

Step 2/3: Most candidates chose their final items well and planned their ten hours of practical activities wisely.

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

Areas which candidates found demanding

Step 1: As in previous years, some centres had candidates with the wrong wording for the Practical Assignment brief, some missing a word and some adding one. 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 and a few candidates were using retrospective time plans. A few centres had candidates making identical items. 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 form/s. These are 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

General

Every year, centres should refer to SQA's website for updated *Guidelines for Candidates and Teachers*.

Centres should ensure that they use the accurate brief title for the coming session 2011–12. This can be found on SQA's website along with the up-to-date Practical Assignment pro forma.

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 SQA's website: *Understanding Standards: Home Economics*.

Centres should make sure that candidates are given the opportunity to practise Practical Assignment before embarking on the official SQA brief for the year 2012.

It is best practice to word process the written stages of the Practical Assignment.

- ◆ Centres should ensure that all flyleaves are signed and dated by candidates.
- ◆ Centres should use the calendar of administration procedures available on SQA's website to keep up to date.
- ◆ Centres must ensure that candidates use either food or textiles to make their final item/s as required by the Practical Assignment brief.

Statistical information: update on Courses

Health and Food Intermediate 1

Number of resulted entries in 2010	442
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Number of resulted entries in 2011	441
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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	54.6%	54.6%	241	36
B	32.2%	86.8%	142	30
C	6.6%	93.4%	29	25
D	0.9%	94.3%	4	22
No award	5.7%	100.0%	25	-

Statistical information: update on Courses

Lifestyle and Consumer Intermediate 1

Number of resulted entries in 2010	676
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Number of resulted entries in 2011	676
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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	49.3%	49.3%	333	36
B	36.1%	85.4%	244	30
C	8.9%	94.2%	60	25
D	1.5%	95.7%	10	22
No award	4.3%	100.0%	29	-

Statistical information: update on Courses

Fashion and Textile Intermediate 1

Number of resulted entries in 2010	515
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Number of resulted entries in 2011	484
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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	40.1%	40.1%	194	38
B	37.0%	77.1%	179	32
C	13.0%	90.1%	63	27
D	3.5%	93.6%	17	24
No award	6.4%	100.0%	31	-

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, therefore, SQA 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 Head of Service 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.