



## External Assessment Report 2011

Subject	<b>Home Economics</b> <b>Health and Food Technology</b> <b>Fashion and Textile Technology</b> <b>Lifestyle and Consumer Technology</b>
Level	<b>Intermediate 2</b>

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

### General

In Lifestyle and Consumer Technology, candidate attainment in the Technological Project was similar to the Question Paper.

In Health and Food Technology and in Fashion and Textile Technology, candidate attainment in the Technological Project was higher than in the Question Paper.

There was evidence that a number of candidates had been presented at the wrong level.

### Technological Projects — all contexts

There were a small number of Technological Projects submitted either completely or partially on the Higher pro-forma. This may disadvantage some candidates in the concluding steps.

There is a need for candidates to proofread their Technological Project carefully prior to submission and in order to correct errors. A number of candidates submitted Technological Projects which had pages or photographs missing.

### Question Papers

Candidates generally demonstrated improved depth of core subject-specific knowledge.

The vast majority of candidates made the correct choice when drawing conclusions. There was evidence of candidate improvement in making relevant links to the questions in Drawing Conclusions 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 them maximum marks for this section. Explanations were, in general, appropriate.

#### Step 1.2 Specification

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

Many candidates identified correct measures for specification points.

#### Step 1.3 Plan for investigations

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

## **Step 2.2 Solution**

Most 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.

## **Step 3.2 Test**

Most candidates identified appropriate 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; and Scottish Dietary Targets. The vast majority of candidates made the correct choice in Drawing Conclusions questions.

- 1 (a) Most candidates demonstrated good knowledge of the function of protein.
- 1 (b) Most candidates named two sources of high biological value protein
- 1 (c) Some candidates demonstrated good evaluative technique.
- 1 (d) Most candidates demonstrated good knowledge of how to reduce dental caries.
- 2 (a) All candidates made the correct choice of dish.
- 2 (e) Almost all candidates demonstrated good knowledge of food labelling.
- 3 (c) All candidates made the correct choice of meal.
- 4 (a) All candidates made the correct choice of coffee maker and linked the reasons to the case study.
- 4 (c) All candidates correctly stated the advantages and disadvantages of buying goods online.
- 5 (a) Most candidates demonstrated good knowledge of the Scottish Dietary Targets and made correct adaptations to the product.
- 5 (b) All candidates made the correct choice of container.

### **Lifestyle and Consumer Technology**

This year, many candidates demonstrated deeper knowledge of the link between lifestyle and health.

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

- 1 (a) Many candidates demonstrated good knowledge of the links between diet and health.
- 1 (b) Many candidate demonstrated good knowledge of reasons why people choose to become vegetarian.

- 1 (c) Most candidates had a good understanding of the nutritional needs of vegetarians.
- 2 (b) Most candidates showed a good understanding of methods of feeding babies.
- 2 (e) Most candidates made the correct choice of baby walker and linked most reasons to the case study.
- 3 (a) Most candidates made the correct choice of cooker.
- 4 (c) Most candidates made the correct choice of jacket and linked most reasons to the case study.
- 5 (a) Most candidates demonstrated good knowledge of dietary targets.
- 5 (b) Most candidates made the correct choice of snack and linked some reasons to the case study.
- 5 (d) Many candidates showed good understanding of the role of the Environmental Health Officer.

### **Fashion and Textile Technology**

This year, candidates showed improved knowledge of fibres and fabric construction. The vast majority of candidates made the correct choice in Drawing Conclusions questions.

- 1 (a), (b) Many candidates demonstrated good knowledge of fibres and fabric construction.
- 2 (a) All candidates chose the correct sewing machine and linked most answers to the case study.
- 2 (d) Most candidates could identify and explain the significance of a label which could be found on a sewing machine.
- 3 (a), (b) All candidates chose the correct jacket and fabric, with most reasons linked to the case studies.
- 3 (d) Most candidates demonstrated knowledge of textile care symbols.
- 4 (a) Many candidates demonstrated good understanding of factors which influence a consumer's choice of clothing.
- 4 (b) All candidates chose the correct store and linked some reasons to the case study.
- 4 (c) Many candidates demonstrated knowledge of fashion terms.
- 5 (d) All candidates chose the correct fabric and linked most reasons to the case study.

## Areas which candidates found demanding

### Technological Projects

#### Step 1.1 Key points with explanation

A number of candidates gave dictionary definitions which were not related to the requirements of the Brief, so could not be awarded the marks.

#### 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 are required to evaluate all of the specification points successfully. **A four point specification is required at this level.**

Some candidates gave multiple possible methods of measuring, and where this included measures that were incorrect, could not be awarded the mark.

A small number of candidates failed to identify the appropriate target group or 'expert'.

#### Step 1.3 Plan for investigations

Some candidates gave multiple possible techniques for carrying out an investigation, and where this included techniques that were incorrect, could not be awarded the mark.

#### Step 2.1 Investigations

A number of candidates failed to carry out the aims stated on page 6 of the Technological Project and so could not access all the marks.

Some candidates did not show the results of their investigations, providing only a summary of results, eg star profiles, results expressed as percentages or pie charts that were 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 towards the solution 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. There was evidence that some candidates had decided on their solution before carrying out their investigations.

A few candidates devised solutions which were not complex enough to generate a suitably detailed work sequence and requisition for this level.

#### 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 small number of candidates did not include the day and date of manufacture and so lost marks.

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 Fashion and Textile Technology context.

A number of candidates allocated a very extended period of time in which to manufacture their solution and so lost marks.

### **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 Technological Project. Candidates often failed to write evaluative comments.

## **Question Papers**

### **Health and Food Technology**

In general, candidates:

- ◆ demonstrated a lack of knowledge of product development
- ◆ demonstrated poor evaluation skills
- ◆ failed to link evaluative comments to the case study

- 1 (d) Generally, poor evaluation skills shown. A significant number of candidates failed to relate information specifically to the needs of the girl.
- 2 (c) Candidates demonstrated poor knowledge of disassembly and product testing.
- 2 (d) Many candidates demonstrated poor understanding of the use of mycoprotein.
- 3 (a) Poor evaluation skills shown. Candidates made general comments about the benefits of the cool box but failed to relate these to the needs of the student.
- 3 (b) Candidates demonstrated poor understanding of consumer Acts.
- 4 (a) Candidates showed poor knowledge of principles of design.
- 5 (b) Candidates made general comments about food packaging but failed to link reasons to the needs of the case study.

### **Lifestyle and Consumer Technology**

In general, candidates:

- ◆ demonstrated a lack of depth of subject-specific knowledge in some areas, particularly product development
- ◆ demonstrated poor evaluation skills
- ◆ failed to link evaluation comments to the case study

- 1 (d) Poor evaluation skills shown. Candidates made general comments about the function of nutrients but failed to relate these to the needs of the teenage boy.
- 2 (d) Many candidates showed poor understanding of the use of ready-prepared baby foods.
- 3 (a) Candidates showed poor knowledge of principles of design.
- 3 (d) Poor evaluation skills shown. Candidates made general statements about the design features but many failed to link these to the needs of the young couple.
- 4 (a), (b) Candidates showed poor understanding of concept screening, product testing and sensory testing.
- 5 (e) Candidates showed poor understanding of Food Safety Act (1990), Food Standards Agency and Citizens Advice Bureau.

### **Fashion and Textile Technology**

In general, candidates:

- ◆ demonstrated a lack of knowledge of product design
  - ◆ demonstrated poor evaluation skills
  - ◆ failed to link evaluation comments to the case study
- 1 (c) Candidates demonstrated poor knowledge of staple and performance fabrics.
  - 2 (a) A significant number of candidates demonstrated poor knowledge of twin and ball-point needles.
  - 2 (e) Candidates demonstrated poor knowledge of consumer Acts.
  - 3 (a) Poor evaluation skills shown.
  - 4 (c), (d) Candidates demonstrated poor understanding of CAD and CAM, concept screening, disassembly and product testing.
  - 5 (a) Most candidates showed a poor understanding of the use of pattern markings.

## Advice to centres for preparation of future candidates

### General

- ◆ Course content grids are available on SQA's 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](http://www.sqa.org.uk)
- ◆ Teacher and Candidate Guides for the Technological Project are available on SQA's website. Centres should use these to support candidates.
- ◆ Exemplification of Technological Projects for all contexts is available on SQA's website. Centres are encouraged to access all contexts as annotated examples of the most common errors are included.
- ◆ Exemplification of questions revised to accommodate the removal of half marks is available on SQA's website. These guidelines should be used in the preparation of prelim papers and other examination preparation materials as some centres are still applying half marks.

### Question Paper

- ◆ Centres are reminded that past question papers are available to download from SQA's website. They are an excellent source of information for future candidates.
- ◆ 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 needs of the case study.
- ◆ Evaluation mark allocation is 8–10 marks. Candidates should be taught to make a judgement linked to the needs of the case study.
- ◆ Detailed marking instructions are available to download from SQA's website. Centres should use these as guidance to help candidates learn the format and depth of answers which are required.

### Technological Project

- ◆ Teacher and Candidate guides are available to download from SQA's website. These give detailed support on the completion of the Technological Project.
- ◆ Candidates who 'drop down' from Higher to Intermediate 2 should submit their Technological Project on the Intermediate 2 pro-forma.
- ◆ Candidates must work on their 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 carrying out the brief.

- ◆ Candidates should be discouraged from offering multiple measures for a specification point or multiple techniques for an investigation as all responses must be correct to be awarded the mark.
- ◆ 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, examples of which include star profiles, results which are expressed as percentages and random selections of merchandise, cannot be awarded marks.
- ◆ When using nutritional analysis programmes, candidates should be encouraged to identify and include those nutrients relevant to their investigation/test.
- ◆ Candidates who carry out costing exercises must show pack sizes/unit prices for each ingredient.
- ◆ Candidates' conclusions should demonstrate progression towards the solution.
- ◆ Candidates who investigate hygiene or safety procedures or their personal skills, are unlikely to demonstrate progress towards a solution.
- ◆ 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.
- ◆ 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 errors or omissions will be penalised.
- ◆ Candidates should include the day and date of the manufacture in the sequence of work for the solution.
- ◆ Centres should encourage candidates to indicate a realistic timescale for manufacturing the solution.
- ◆ Centres should follow SQA guidelines on the submission of photographic evidence.
- ◆ Candidates should proofread their Technological Project before submission.
- ◆ Candidates should ensure that their Technological Project is complete before submission.

## Statistical information: update on Courses

### Health and Food Intermediate 2

Number of resulted entries in 2010	315
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Number of resulted entries in 2011	350
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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 110				
A	13.7%	13.7%	48	77
B	21.1%	34.9%	74	66
C	34.6%	69.4%	121	55
D	12.0%	81.4%	42	49
No award	18.6%	100.0%	65	-

## Statistical information: update on Courses

### Fashion and Textile Intermediate 2

Number of resulted entries in 2010	170
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Number of resulted entries in 2011	182
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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 110				
A	22.5%	22.5%	41	77
B	23.1%	45.6%	42	66
C	20.3%	65.9%	37	55
D	7.7%	73.6%	14	49
No award	26.4%	100.0%	48	-

## Statistical information: update on Courses

### Lifestyle and Consumer Intermediate 2

Number of resulted entries in 2010	109
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Number of resulted entries in 2011	135
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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 110				
A	4.4%	4.4%	6	77
B	20.7%	25.2%	28	66
C	31.1%	56.3%	42	55
D	17.8%	74.1%	24	49
No award	25.9%	100.0%	35	-

## **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.