



## External Assessment Report 2012

Subject(s)	Home Economics: Health & Food Technology Lifestyle & Consumer Technology Fashion & Textile Technology
Level(s)	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

The performance of candidates in all three contexts was consistent with previous years.

## Areas in which candidates performed well

**Step 1:** Candidates are successfully identifying the main points from the brief. More candidates are identifying only one or two additional points.

**Steps 2/3:** Most candidates chose items which were suitable to make, and met the requirements of the brief.

**Step 4:** Most candidates planned their practical work with the required amount of detail.

**Step 7:** Candidates completed the star rating chart accurately and in many cases made appropriate evaluative comments to support their ratings.

## Areas which candidates found demanding

**Step 1:** Some candidates from the same centres were encouraged to use their own interpretation of the brief title, which made their evaluations at step 7 much more complicated. A few centres had candidates listing too many additional points, which again created complications at step 7.

**Step 2:** A few candidates completed the evaluation table inaccurately and subsequently chose items to make that were not eligible.

**Step 3:** A few candidates did not provide a range of items to choose from, ie two or more suitable items. This was the case in Fashion & Textile Technology more than the other two contexts.

**Step 4:** A very few centres did not give their candidates the full 10 hours to complete their practical assignment or did not allow five hours for practical work. Some candidates did not include the timing or the date of their planned practical work. A very few candidates did not evaluate or make the items they chose in step 3. Some centres allowed their candidates to make identical items. Some centres did not have any reference to requisitioning of equipment, materials and resources.

**Step 5:** A few centres chose to include the requisitioning forms. This is not required.

**Step 7:** Some candidates make statements which are not evaluative. Some candidates fail to refer to the items made or the exact skills used to make their items.

## Advice to centres for preparation of future candidates

- ◆ Although there are no changes to the SQA Guidelines for Candidates and Teachers/ Lecturers for 2013, every centre should read them carefully and make candidates aware of the requirements of the practical assignment.
- ◆ The brief titles for the practical assignments for 2013 will be available at the end of September on the SQA website. Centres should make sure they use the exact title.
- ◆ Centres should make good use of the exemplars, for each of the contexts, which are available on the SQA website.
- ◆ Centres should make sure that candidates are given 10 hours to carry out the Practical Assignment, with at least 5 hours allocated to practical activity.

- ◆ Candidates should be given the opportunity to practise another Practical Assignment prior to the official SQA assignment for 2013.
- ◆ Where appropriate, centres could word process the written stages of the Practical Assignment, however this should not disadvantage candidates with limited IT skills.
- ◆ Centres should download the required pro forma/s and flyleaf/s from the SQA website and make sure candidates sign the flyleaf/s before assignments are submitted for marking.

## Home Economics: Fashion and Textile Technology

### Statistical information: update on Courses

#### Intermediate 1

Number of resulted entries in 2011	484
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Number of resulted entries in 2012	428
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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	39.7%	39.7%	170	38
B	36.0%	75.7%	154	32
C	15.2%	90.9%	65	27
D	4.4%	95.3%	19	24
No award	4.7%	100.0%	20	-

## Home Economics: Health and Food Technology

### Statistical information: update on Courses

#### Intermediate 1

Number of resulted entries in 2011	441
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Number of resulted entries in 2012	420
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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	58.6%	58.6%	246	36
B	31.9%	90.5%	134	30
C	6.4%	96.9%	27	25
D	1.0%	97.9%	4	22
No award	2.1%	100.0%	9	-

## Home Economics: Lifestyle and Consumer Technology

### Statistical information: update on Courses

#### Intermediate 1

Number of resulted entries in 2011	676
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Number of resulted entries in 2012	606
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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	40.3%	40.3%	244	36
B	40.3%	80.5%	244	30
C	8.4%	88.9%	51	25
D	2.0%	90.9%	12	22
No award	9.1%	100.0%	55	-

## 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.