



External Assessment Report 2014

Subject(s)	Lifestyle and Consumer Technology
Level(s)	Higher

The statistics used in this report are prior to the outcome of any Post Results Services requests.

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

The numbers presented for Lifestyle & Consumer Technology showed a slight decrease, but continue to be higher than previous years. 38% of candidates embarked on the Higher Lifestyle and Consumer Technology course having studied Standard Grade Home Economics, though almost 47 % are direct entries with no previous experience. There were four new centres and two returning centres presenting this year.

As the specification for the Higher Lifestyle & Consumer Technology paper remained the same as previous years, the grade boundaries stayed the same as previous years.

85% of candidates passed the examination with grade A–C; 15% were grade D or No Award. By examining the breakdown of the component marks it is possible to establish the areas that centres may wish to address in teaching and learning. See guidance in sections later in this report.

5.4% of candidates were awarded a Band 8 or 9, and should perhaps have been presented for the Intermediate 2 Lifestyle & Consumer Technology course. As the briefs are the same for Intermediate 2 and Higher, it is possible to drop candidates down a level.

The average mark for the question paper showed a slight decrease from the last three years, as did the average mark for the Technological Project. Ways of improving candidate performance can be established by following the guidance in this report.

The 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, elderly care homes, teaching, money advice centres, consumer advice centres and social work.

Technological Project

Areas where candidates performed well	Areas which candidates found demanding
Step 1.1	
Most candidates provided good explanations of the key wording of the brief. Those candidates that 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 their project.	Candidates mainly opted for brief 1 – the craft fair. There were instances of candidates incorrectly copying the brief. Some candidates are still failing to explain both food and textiles. Dictionary definitions are being given rather than explanations of the key points in many instances.

<p>Step 1.2</p>	
<p>Specification points were usually 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 as their work was more focused.</p> <p>Generally the candidates produced between five and six specifications points, which avoided additional work at later stages.</p> <p>There were more candidates who demonstrated understanding of measuring /testing of each specification point.</p> <p>Most candidates explained the importance of each specification point.</p>	<p>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.</p> <p>Some candidates did not make the link to food / textiles.</p> <p>The words ‘encourage’, ‘craft’ and ‘fair’ caused difficulty for the candidates to explain and carry forward.</p> <p>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 refer to the Candidate Guide and use the correct terminology for investigations or tests.</p> <p>Some candidates more or less repeated their specification points in the explanation with no further expansion 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>
<p>Step 1.3</p>	
<p>Those candidates who did state the type of craft fair 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 that were missed in the specifications were also omitted in the investigations — ‘encourage’, ‘food/textile’.</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>Step 2.1</p>	
<p>Centres who made good use of the candidate guide provided strong investigations which provided valuable data to use when drawing up a solution.</p> <p>Three literary/internet sources will be</p>	<p>Some candidates provided minimal investigations that did not allow sufficient data to be collected to allow interesting solutions. The weakest area was conclusions, where personal opinion was given and the conclusion was not based on</p>

<p>required for a valid investigation from 2014.</p>	<p>results of investigation or linked to the impact on the possible solution.</p>
<p>Step 2.2</p>	
<p>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.</p> <p>It is essential that a textile solution be manufactured using textiles.</p>	<p>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.</p>
<p>Step 3.1</p>	
<p>Most candidates provided sufficient detail about how to manufacture their chosen solution to allow it to be produced by another person.</p>	<p>Candidates are reminded they should include the date. Some candidates failed to provide sufficient detail to allow the preparation of the solution.</p> <p>Pressing/hand washing should be included for textile solutions.</p> <p>Hygiene throughout food preparation should be included, in particular after handling raw meat and washing fruit and vegetables.</p>
<p>Step 3.2</p>	
<p>When candidates prepared tests which covered all of the specifications points this provided lots of data for evaluation against the spec in 4.1.</p>	<p>In a few cases testing was still confused with technique. Questions or tests did not focus on the specification points, which then did not allow an evaluation in the next stage to be based on evidence.</p>
<p>Step 3.3</p>	
<p>Candidates who made good use of the Candidate Guide provided strong valid testing which provided valuable data to use in the evaluation section particularly step 4.1</p>	<p>Some candidates failed to identify the details of the expert they were interviewing and so did not gain marks.</p>

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 experience in Standard Grade/Practical Cookery Int 2/previous practice 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.

Candidate Performance in Lifestyle and Consumer Technology Written Paper

These comments should be read in conjunction with the examination paper and the marking instructions which will be available on the SQA website. The comments include areas where candidates performed well and areas they found demanding and so helps provide guidance on improving candidate performance

Section A

Question	Comment
1	Well answered
2	Well answered
3	Well answered
4	Mostly well answered – some did not understand <i>property</i> of cotton.
5	Very poorly answered
6	Good knowledge of this abbreviation. Learn all the abbreviations – those tested are in bold in the course content grids.
7	Some confusion of function of Shelter.
8	Mixed responses.
9	Most candidates answered well.
10	Fairly well answered
11	Well answered

- 12 Fairly well answered – some lack of knowledge of Food Safety Act
- 13 Fairly well answered
- 14 Not well answered - candidates must make it clear which answer is advantage and which one is the disadvantage.

Section B Question 1- Compulsory Question

	Facts about performance	Action Required
1a	<p>Most candidates gained full marks for identifying factors contributing to a change in family lifestyle.</p> <p>A large percentage earned the marks for explanations of the factors.</p> <p>Answers for this question were well laid out with clear factor and separate explanation.</p>	<p>Candidates must ensure they provide explanations which refer to family lifestyle. Some candidates did not gain marks if they failed to do this or their explanations were too vague.</p>
1b	<p>Some candidates failed to gain full marks for this question as they did not use the evaluation technique Opinion/Fact/Consequence (OFC). The candidates could list facts but not evaluate savings account and had limited knowledge of Credit Union.</p>	<p>Candidates should be given opportunity to practice and develop skills of evaluation.</p> <p>Candidates should use the mark allocation to determine how many points of evaluation they should write in their responses.</p>
1c	<p>Some difficulty linking the factors to the elderly on a low income.</p>	<p>Practice question linked to other groups and factors affecting choice of food or textiles.</p>
1d	<p>Well answered by most candidates with good knowledge of National Health Service and Education.</p>	<p>Candidates should be given opportunity to practice and develop skills of evaluation.</p> <p>Candidates understood National Health Service and Education equally well.</p>

Choice Questions

Question 2

	Facts about performance	Action Required
2a	<p>Most candidates referred to the pregnant woman and used evaluation technique to earn full marks. Candidates who have not been taught to follow the answering</p>	<p>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</p>

	<p>technique often fail to score marks. Some candidates fail to provide the consequence for health in the evaluation.</p> <p>The candidates' knowledge of nutrition has improved this year.</p>	<p>demonstrate their knowledge of the function of the nutrient and then provide a consequence in relation to the impact on this person's health.</p> <p>As this question is testing evaluation skills linked to knowledge in relation to the nutritional needs of a pregnant woman, this should be mentioned in the answer.</p> <p>Similar question could be practiced for different family members.</p>
2b	Candidates answered this question well, showing a good understanding of factors affecting health during pregnancy.	Repeat this question for other factors which affect the health of individuals.
2c	Generally good knowledge the use of internet shopping to purchase a car seat for a baby.	Practice this type of question for different methods of paying for goods and services.
2d	Candidates lacked knowledge of these labels – Care labels and Nutritional information.	Candidates should learn about labels as identified in the course content grids.
2e	Candidates had poor knowledge of the role of BSI.	Candidates must learn the responsibilities of other organisations as identified on course grids.

Question 3

	Facts about performance	Action Required
3a	Candidates who made reference to school trousers were able to focus their answers on the product and this helped them earn marks.	Practise food or textile focused products in the different styles of this question which appear frequently in previous papers linked to product development strategy.
3b	Well answered — candidates demonstrated good evaluation skills by showing an understanding of fabric for school trousers in relation to the criteria shown on the star profile.	It is essential that candidates differentiate between the ratings for 5 very high and 4 high, also for 2 low and 1 very low. Some candidates are simply grouping these as high or low, the answer needs to be more specific to the interpretation of the rating.
3c	Candidates tackled this question on	Candidates should practise similar questions linked to other items as

	Fairtrade and Organic foods well.	identified in the course content grids.
3d	This question was not well answered and showed lack of understanding of Which? and Food Standards Agency.	Candidates should practise similar questions linked to other organisations as identified in the course content grids.
3e	Candidates did not demonstrate good knowledge of the Consumer Protection from Unfair Trading Regulations (CPRs) 2008.	Candidates should learn information in relation to different legislation which protects the consumer as in the course grids.

Question 4

	Facts about performance	Action Required
4a	Well answered with candidates able to explain the functions of a family.	Practise technique for explain questions from previous papers.
4b	Poorly answered as candidates did not make a link to food poisoning on a picnic to gain the marks	Candidates should learn about preventing food poisoning in the home or restaurant.
4c	Candidates demonstrated good knowledge of nursery meals and meals on wheels. Most candidates answered well and evaluated using OFC.	Candidates should use 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 additives in foods. Marks were provided when candidates provided explanations rather than just stated facts.	Practise technique for identify and explain questions from previous papers.
4e	Candidates lacked some knowledge of market research in relation to product development	Candidates should learn about all aspects of product developments.

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. It can be downloaded from the SQA website. This will be available when the new briefs for the Project are published. Please ensure that the updated proforma is used.
- ◆ 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.
- ◆ 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.
- ◆ Although the marking instructions for the Technological 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.

Written paper

- ◆ Candidates who have applied the correct answering technique and 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 other areas there was not enough written.

- ◆ Create a well-balanced prelim that meets the correct paper specification. This will prepare the pupils well for the written examination. This evidence can also be used to generate evidence if required for Exceptional Circumstances/Post Results Services.
- ◆ 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.
- ◆ The questions towards the end of Section A are more difficult 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.
- ◆ 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 they lose valuable marks.
- ◆ Dietary targets/goals — a number of pupils did not know the whole dietary targets in sufficient detail for Higher. ‘Five-a-day’ is not acceptable at Higher level. Pupils should know the full target/goal ‘eg Increase consumption of fruit and vegetables to 400g per day’. 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 Lifestyle and Consumer Technology can use some questions from either the Health and Food Technology or Fashion and Textile Technology papers as additional sources of questions for homework etc.
- ◆ An excellent way to prepare pupils is for them to 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 and 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 higher course for a minimum of three years the best way to understand standards is to apply for marking the written paper. See SQA website for details.

Statistical information: update on Courses

Number of resulted entries in 2013	337
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Number of resulted entries in 2014	316
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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	18.0%	18.0%	57	105
B	35.1%	53.2%	111	90
C	32.0%	85.1%	101	75
D	9.8%	94.9%	31	67
No award	5.1%	-	16	-

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.