



## External Assessment Report 2015

Subject(s)	Health and Food Technology
Level(s)	Intermediate 2

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 comments

The majority of candidates had been presented at the correct level.

The performance of candidates was similar to previous years.

## Areas in which candidates performed well

### Technological Projects

#### Step 1:1 Key Points and Explanation

- ◆ Most candidates correctly identified all Key Points.
- ◆ Explanations were mostly appropriate.

#### Step 1:2 Specification

- ◆ Candidates in general listed appropriate Specification Points.
- ◆ Most candidates listed an appropriate number of Specification Points.
- ◆ Most Specification Points identified contained more detail than the brief.
- ◆ Many candidates identified correct measures for Specification Points.

#### Step 1:3 Plan for Investigations

- ◆ Most candidates identified the required investigations, appropriate investigative techniques and a relevant group/interviewee where appropriate.

#### Step 2:2 Solution

- ◆ Most candidates presented a solution which was appropriate for the brief.
- ◆ All candidates provided a description of the solution which could be visualized.

#### Step 3:1 Manufacture

- ◆ All candidates submitted plans for the manufacture of the solution only.
- ◆ Most candidates included relevant dates.

#### Step 3:2 Test

- ◆ All candidates identified and carried out appropriate tests.

#### Step 4:1 Evaluation

- ◆ All candidates correctly transferred Specification Points.

## Question papers

Many candidates demonstrated the required depth of knowledge of the functions and food sources of nutrients and Current Dietary Advice.

All candidates made the correct choice in Drawing Conclusions questions.

- 1a) Most candidates demonstrated a good knowledge of the function and food sources of protein.
- 1d) Most candidates could state two ways of preventing dental caries.
- 1e) Some candidates demonstrated good evaluative technique.
- 2a) All candidates made the correct choice of fruit drink, and linked reasons to the case study.
- 2c) Candidates demonstrated good knowledge of food labelling and linked this to the needs of the consumer.
- 3b) Candidates demonstrated good knowledge of sources of consumer advice.
- 3d) All candidates made the correct choice of ready-made meal, and linked reasons to the case study.
- 4a) All candidates made the correct choice of celebration cake, and linked reasons to the case study.
- 4f) Most candidates gave good explanations of the effect of changing the proportion of ingredients in food products.
- 5a) Many candidates demonstrated good knowledge of Current Dietary Advice.
- 5b) Most candidates made the correct choice of liquidiser and most linked reasons to the case study.
- 5c) Candidates demonstrated good knowledge of online food purchasing.

## Areas which candidates found demanding

### Technological Project

#### Step 1:1 Key Points and 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

- ◆ Some candidates gave inappropriate methods of measuring.

#### 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 marks.

#### Step 2:1 Investigations

- ◆ A number of candidates failed to carry out the aims stated on page 6 of the TP so lost marks.
- ◆ Candidates who chose to carry out internet research frequently did not make clear the information gathered from each of the identified websites.

- ◆ A number of candidates did not draw conclusions from the investigation and simply repeated the results.
- ◆ Many conclusions did not show progression towards the solution or explain how the results might influence the solution.

### **Step 3:1 Manufacture**

- ◆ A number of candidates lost marks for failing to include quantities for components, or for the use of handy or imperial measures.
- ◆ A number of candidates allocated a very extended period of time in which to manufacture their solution, so lost marks.

### **Step 4:1 Evaluation**

- ◆ Candidates often failed to make evaluative comments, or made comments that were not based on evidence that could be found in the TP, so could not be awarded marks

### **Question paper**

- 1e) Some candidates demonstrated poor evaluation skills. A number of candidates gave the function of the nutrients and failed to relate the information to the needs of the boy.
- 2d) Candidates demonstrated poor knowledge of sensory testing.
- 4d) Candidates demonstrated a poor understanding of the stages in product development.
- 3c) Candidates demonstrated poor understanding of reversible/irreversible change in food production.

## **Advice to centres for preparation of future candidates**

Intermediate 2 past question papers and marking instructions will continue to be available to download from the SQA website.

The Guidance on the Use of Past Paper Questions for National 5 Health and Food Technology, available to download from the National 5 Health and Food Technology page on the SQA website, gives details the questions from past Intermediate 2 and Standard Grade question papers that are compatible with National 5. Centres should use these to help prepare candidates for the National 5 examination.

## Statistical information: update on Courses

Number of resulted entries in 2014	185
Number of resulted entries in 2015	20

## 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	5.0%	5.0%	1	77
B	35.0%	40.0%	7	66
C	30.0%	70.0%	6	55
D	10.0%	80.0%	2	49
No award	20.0%	-	4	-

The course assessment functioned as intended therefore no adjustment to grade boundaries was required.

## 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.