



GCSE EXAMINERS' REPORTS

HOME ECONOMICS

SUMMER 2010

Statistical Information

The Examiners' Report may refer in general terms to statistical outcomes. Statistical information on candidates' performances in all examination components (whether internally or externally assessed) is provided when results are issued. As well as the marks achieved by individual candidates, the following information can be obtained from these printouts:

For each component: the maximum mark, aggregation factor, mean mark and standard deviation of marks obtained by *all* candidates entered for the examination.

For the subject or option: the total entry and the lowest mark needed for the award of each grade.

Annual Statistical Report

Other information on a centre basis is provided when results are issued. The annual *Statistical Report* (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

HOME ECONOMICS (FOOD AND NUTRITION)
General Certificate of Secondary Education 2010

Chief Examiner: Bethan Jones, Ysgol Gyfun Aberaeron

2650 candidates from 132 centres completed the examination. The mean mark, out of a possible 200 was: 117.5

Foundation Tier: 99.4
 Higher Tier: 140.0

The cumulative percentage pass rates at each grade were:

Option 01 Foundation Tier			Option 02 Higher Tier		
Grade	Cumulative Percentage	Total Mark	Grade	Cumulative Percentage	Total Mark
C	34.6	113	A*	7.6	172
D	64.5	92	A	30.2	153
E	83.7	72	B	62.5	134
F	94.7	52	C	87.4	116
G	98.1	32	D	99.1	85
			E	99.6	69

The cumulative percentage pass rate at each grade was:

A* - 3.4; A – 13.7; B – 32.6; C – 58.2; D – 79.9; E – 90.8; F – 96.9; G – 98.8

Coursework

The mean mark for this element of the examination was 40.7 out of a maximum 63 marks. Centres are increasingly contextualising their own tasks and allowing candidates to express some individuality in approach. These tasks were interesting and varied. The pasta and rice task set in the specification remains popular as well as the healthy eating guidelines task and the fruit and vegetable task. It was again obvious this year, that candidates who have been given specific guidelines by teachers based on the assessment criteria are those that access the higher marks.

Candidates researched effectively, the majority of candidates were able to produce relevant and succinct information on the topic studied. There must be evidence of ability to select appropriate material from both primary and secondary research. The quality of research is far more important than the quantity of research material produced. Aims must be specific to task, with sound awareness of limitations.

The planning section should include an order of work or flow chart with specific references to hygiene, safety and timing. It is meaningless to insert a generic list of hygiene and safety points if they are not relevant to a particular task carried out during practical assessment e.g. reference to cross contamination and colour coding for raw meat when raw meat does not feature as an ingredient in the practical work. Recipes are not required, although many candidates choose to refer to them during their practical assessment, which is perfectly acceptable.

Evaluations continue to improve, but should cover all the assessment criteria. Use of nutritional data is generally good with excellent references to any nutritional aims set at the beginning, as well as some discursive comments on the nutritional value of the dishes chosen.

Costing, if applied, needs to be realistic. A certain degree of flexibility must be allowed, but there were some gross inaccuracies e.g. an egg white costing over £4.00!

Practical making and outcome

Photographic evidence indicates an overall high quality of practical work although many centres appear to mark this section generously. The mark should reflect the degree of practical skills shown and the candidates' ability to plan efficiently and execute the plan effectively.

It is essential that centres familiarise themselves with the assessment criteria and, where more than one teacher is involved in the delivery of the specification, **internal moderation must take place within the centre**. The Conduct and Administration booklet clearly stipulates this and where centres were guilty of this discrepancy, it was noted in the moderators' report.

Some scaling of centre coursework marks took place again this year; teachers need to re-visit the specification criteria and, in particular, check total mark awarded against the performance criteria for each grade.

Board Prescribed Task

The mean mark for this element was 46.8 out of a possible 84 marks.

Interpretation and investigation

There was some inspiring, interesting and individual folio work from many centres, particularly in Task 1. A few of the new centres, in addition to existing centres, submitted outstanding work – well done! In general though, there remains a need to be more focussed and specific to the topic. More effective use of both primary and secondary sources of research could be made. Any research needs to have relevance to the task; there is no value in conducting a supermarket survey on a random selection of foods for the celebration Task 1 or quoting the energy requirements for adults aged 71+ for Task 2 when the target group is teenagers..

Aims need to be focussed and realistic. To “produce a good piece of work” or “show knowledge of Home Economics” are worthy aims, but far too general and not specific to task. It was evident though that many candidates had planned their work with a clear focus on aims, target group and interpretation of task.

Development of ideas

Again this year the Development of Ideas section was the weakest element. In order to access the higher mark bands for this section, there should be a clear pathway to justifying the selection and rejection of ideas for practical work. **It is not an opportunity for a trial run of the practical assessment**. Centres which accessed high marks in this section showed evidence of possible recipe trials with modification of ingredients, experimental work, comparisons of commercial and home-made dishes and an investigative approach to ideas for practical work. There are many examples of excellent work being completed for this section which is testimony to the fact that it is possible to attain a high standard in this particular section.

Planning

There was evidence of some excellent planning for practical with detailed and specific reference to safety, hygiene and timing. Planning a course of action often included a flow chart, time plan or listed bullet points. Good planning should be reflected in the mark for production. Some centres need to apply more focus to basic hygiene rules applied to the task. Although there is a need to be vigilant with food safety, avoid repetitive references to use of anti bacterial sprays and food temperature probes. Where time plans are used, they need to be accurate to be awarded the higher mark band. In some cases mixtures were left for 30 minutes before baking and a minced meat mixture allowed to simmer for 25 minutes yet, according to the plan, used 5 minutes later to fill tortillas. In some cases cakes were placed in the oven to bake with no mention of removing from the oven afterwards.

Evaluation

Evaluations continue to improve. Many candidates refer to aims set on the first page. Many candidates discussed their strengths and weaknesses and suggested possible improvements and developments to their work. Cost and time aspects should always be included. Many candidates are evaluating their work as they progress from one section to the next. Candidates who were awarded low marks for this section tended to evaluate the practical alone or repeated aims and planning for practical.

Administration

Teachers' comments are on the whole detailed and very helpful.

The pink administration booklet, now available on line only, contains all the instructions required for completing the required paper work and the sample size to send to moderators. However there were gross inaccuracies in completion of both FN forms and addition of centre marks. Please note that whole marks only are acceptable; fractional marks are not allowed. Again this year there were teachers in two centres who completed the marking for the whole Board Prescribed Task.

Theory Paper

Foundation Tier (Grade G – C)

The mean mark for this element of the examination was 33.1 out of a possible 60 marks. The top mark for this tier was 59.

- Q.1 (a) Well answered – all candidates indicated that bacon is high in salt. Some failed to recognise Marmite as having a high salt content.
- (b) The majority of candidate referred to the danger of high blood pressure or heart disease. Some incorrectly referred to high cholesterol.
- (c) There were many correct suggestions. The most popular responses were spices, herbs, garlic and using a marinade.
- Q.2 (a) Generally well answered with good references to correct temperature, arranging foods in the correct places and placing lids on drink containers. Candidates who made references to freezers were not awarded marks as the question was specifically targeted at the refrigerator.

- (b) An excellent response with the majority of candidates being awarded full marks for making reference to prevention of cross contamination, transfer of smell and growth of bacteria.
- Q.3 (a) More able candidates gave correct responses with good examples of each type of fish. There were examples of white fish other than cod; a good range of oil rich fish were offered and the most popular shell fish was mussels (or muscles in many cases!) The lower ability candidates failed to understand the question.
- (b) A good response on the whole. Omega 3 was widely quoted. Cod liver oil, although present in oil rich fish, was not acceptable as a nutrient.
- Q.4 (a) Many interesting home-made sauces were suggested, the most popular being tomato or Bolognese. Branded sauces such as Dolmio were not acceptable.
- (b) Very well answered. Pasta is popular amongst teenagers and many candidates would possibly have explored pasta dishes for their Board Prescribed Task.
- (c) Again there were many detailed, accurate descriptions of how to cook pasta. 'Al dente' featured in many responses. A few candidates explained how to make a pasta dish with a sauce which unfortunately could not be awarded marks.
- Q.5 (a) Salmonella was the most popular response. Many candidates struggled to find a second example although a good number gained full marks in this part of the question.
- (b) Good responses. The majority of candidates referred to the importance of personal hygiene in preventing transfer of bacteria. Cross contamination also featured strongly as did correct refrigerator and cooking temperatures. However, very few candidates scored maximum marks in their responses – most candidates stated personal hygiene and cross contamination without going in to further detail.
- Q.6 (a) Answers were either very good or very weak. The better responses referred to the animal welfare, humane treatment and acceptable living conditions of the RSPCA label and the sustainability, fair price and producers having more control over their produce of the Fair Trade label. No marks were awarded to candidates who simply repeated information featured in the question.
- (b) Well answered with candidates demonstrating knowledge of essential information found on food labels.
- (c) Many candidates were able to list additional information but few were able to discuss the benefits of this information to the consumer. Those candidates who gained full marks were able to make discursive comments on the usefulness of:-
- nutritional information for people on special diets
 - the ingredient list for those on special diets
 - the weight for comparison purposes and to determine value for money

- Q.7 (a) A very good response with good marks being awarded. Many candidates were able to explain at length the reasons why people are relying on ready prepared foods. It was obvious that candidates were aware of the benefits of preparing home cooked foods but that factors such as convenience, time and lack of cooking skills often dictated choice.
- (b) A very mixed response. Candidates who understood the question gave good examples of equipment with specific references to their ease of use, time saving, energy saving and efficiency qualities. Some also referred to the added advantage of giving inexperienced cooks the confidence to cook at home. Many candidates however misinterpreted the question and focussed on ready – made meals.
- Q.8 (a) This was well answered.
- (b) Most candidates answered this question very well and were able to make detailed references to food related disorders. Many mentioned the long term benefits of forming good eating habits and positive attitudes towards food choice.

The following marks approximate to grades for this paper:

C- 37; D- 32; E-27; F- 22; G- 17.

Higher Tier (Grades D – A*)

The mean mark for this element of the examination was 38.1 out of a possible 60 marks.
The top mark for this tier was 58

- Q.1 (a) The majority of candidates answered correctly. A few candidates, incorrectly, made an association with high cholesterol.
- (b) An excellent response.
- Q.2 (a) Generally well answered often named spices and herbs.
- (b) Some correct answers but many candidates could not access marks for not naming specific examples such as **fillets** of fish or chicken **breast**.
- (c) This question was very well answered, the majority of candidates suggested various healthy methods of cooking, the most popular reasons being the retention of vitamins and/or minerals.
- Q.3 (a) A very good response with good marks being awarded. Many candidates were able to explain at length the reasons why people are relying on ready prepared foods. It was obvious that candidates were aware of the benefits of preparing home cooked foods but factors such as convenience, time and lack of cooking skills often dictated choice.

- (b) A very mixed response. Candidates who understood the question gave good examples of equipment with specific references to their ease of use, time saving, energy saving and efficiency qualities. Some also referred to the added advantage of giving inexperienced cooks the confidence to cook at home. Many candidates however misinterpreted the question and focussed on ready – made meals.
- Q.4 (a) This was well answered.
- (b) Most candidates answered this question very well and were able to make detailed references to food related disorders. Many mentioned the long term benefits of forming good eating habits and positive attitudes towards food choice.
- Q.5 Most candidates made reference to osteoporosis or brittle bones. Some focused on the importance of consuming foods high in calcium and gave examples of good sources. There were few references to the importance of vitamin D in calcium absorption and vulnerable target groups.
- Q.6 (a) Very well answered with a pleasing number of candidates gaining full marks.
- (b) The more able candidates scored well displaying sound application of knowledge and understanding of the value of information found on food labels. Answers were well written and clearly expressed.
- Q.7 A mixed response. Many candidates accessed high marks applying scientific background to practical work. It was encouraging that many candidates are still taught basic food and nutrition principles such as the scientific changes that place during food preparation and cooking. These candidates wrote in length about the different function such as aeration, emulsification, binding, coagulation, coating, glazing and enriching.
- Q.8 (a) This was by far the most popular ‘safe’ option. This basic topic was covered in immense detail by many candidates who had planned their response with care. Candidates succeeded in covering all aspects such as personal hygiene, cleanliness of work areas, equipment, food storage, safe refrigerator temperatures and correct food preparation techniques. Examples of high risk foods were stated, core temperatures were quoted and the consequences of poor hygiene were discussed at length.
- (b) The least popular, but those candidates who did attempt this question made good reference to campaigns such as Active 4 Life, 5 a day campaign and the eatwell plate. Many candidates were aware of current initiatives such as the Appetite for Life and the role of the BHF and the Healthy Schools Project. Celebrity chefs such as Jamie Oliver were acknowledged and many candidates discussed the role of supermarkets in promoting healthy eating. The responses made very interesting reading and it was a pleasure to see evidence of understanding and empathy in their responses.

The following marks approximate to grades for this paper

A*- 48; A- 43; B- 38; C- 33; D- 25; E- 21

Conclusion

The general standard of scripts was better this year. Candidates invariably attempted all questions on the paper and revealed a better depth of understanding and application of knowledge. Response to the marks allocated to questions was better and essay writing was more structured.

Overall numbers entered for this specification continue to rise. It is encouraging to see an increase in the number of new centres, often showing full understanding of the assessment criteria and submitting work of a high standard.

This will be the last year for awarding on the legacy specification. Several INSETs took place during the year with another proposed round for the next academic year. The main changes will be the controlled element required for both Task 1 and Task 2. Candidates will not be allowed to undertake any work, other than primary research, outside centre supervision and time allocation will have to be logged for both tasks.

Candidates will be **penalised** next year if work exceeds the recommended quantity and photographic evidence is an essential requirement of practical work. Teachers need to study the assessment criteria and access exemplar work and guidance on the WJEC website.

The main change is in the reinforcement of the practical nature of the subject and the stronger emphasis on practical work. Hopefully centre's will view this as a positive step and a welcomed challenge. Teachers will need to plan schemes of work accordingly and enable candidates to acquire a variety of high level practical skills. Task 1 will involve a reduced volume of folio work as half the total allocation of marks will be awarded for practical assessment. Teachers should contact the subject officer or chief examiner for support on conducting the new specification, if needed. I would implore teachers to adhere to the assessment criteria when marking Task 1 and Task 2 and ensure that centre marks reflect a range of ability. The new specification should also see less candidates ending up with nil marks as there will be far more flexibility for completing the work at the discretion of the centre.

Results continue to improve and subject teachers are to be congratulated on this apparent rise in standards. Thank you for preparing students for the examination and for your continued support. Where centres are struggling to meet the demands of the specification, in particular the assessment criteria for controlled assessment, please seek advice from the subject officer at WJEC who will give direction on advice, support and guidance. I wish to express my sincere thanks to the team of examiners and moderators for their commitment and passion for the subject. Finally, I wish to thank Allison Candy, the subject officer for her continued support and leadership.

HOME ECONOMICS (TEXTILES)

General Certificate of Secondary Education 2010

Chief Examiner: Mrs. M. E. Hopkins, Brecon High School

344 candidates from 24 centres completed the examination, compared with 292 candidates from 22 centres in 2009. The overall mean mark out of a possible 200 was :

Foundation Tier: 105

Higher Tier: 137

The cumulative percentage pass rates at each grade were:

Option 01 Foundation Tier

Grade	Cum.%	Mark
C	38.3	116
D	70.8	93
E	90.8	71
F	97.5	49
G	100%	27

Option 02 Higher Tier

Grade	Cum.%	Mark
A*	2.8	177
A	28.2	154
B	62.5	131
C	89.8	108
D	97.7	87
E	98.6	76

The cumulative percentage pass rate overall at each grade was :

A* - 1.8; A – 18.5; B – 48.8; C – 71.4; D – 88.4; E – 95.5; F – 99.1; G – 100.0.

It is encouraging this year to see an increase in the number of centres and students opting for the subject. Since the INSET last year, considerable interest has been shown in the new specification and it is hoped that even more centres will be joining us next year.

A series of CPD courses have been arranged for the Autumn term to help and assist teachers with the new specification.

Please contact the WJEC website for further details. Thank you.

Administration

Most of the work arrived on time, carefully packed and correctly sampled. It is important to note that the correct amount of samples are sent for moderation in relation to the formular set out in the handbook. - a **selection** of marks are needed to help the moderation process - thank you.

In most instances paperwork had been correctly completed but please note that TX4 forms should be entered in **rank** order and **not** numerical order, and TX3 forms should be in **numerical** order.

It is also important to remember that candidates signatures are required on the HE1(T) and HE2(T) forms, to certify that the work is all their own

It would also be helpful if those candidates in the moderation sample could be marked with an asterisk on the TX3 and the TX4 forms to help with identification

It is helpful at moderation when the coursework and board prescribed tasks are packed separately- this was usually done.

Please ensure that all individual work is clearly labelled with the centre number and candidate number . The coversheet label is removed during the moderation process so please can labels be attached **securely** to all practical work - straight sewing pins should be avoided ! Thank you.

Please note that not **all** the practical work is to be sent for the Board Prescribed task, just the practical work of those candidates whose coursework has been selected for moderation. Photographs were often included in supportive work- this is very useful when the work is not part of the moderation sample.

Teacher comments and annotation were both helpful and realistic -thank you.

Coursework

The overall mean mark for the coursework, out of a maximum 63, was:

Foundation Tier: 34.3
Higher Tier: 48.8

The coursework tasks set were appropriate and challenging and suitable for candidates of all ability levels. Some centres used tried and tested briefs, but the majority of centres now set their own briefs, often very modern and interesting – design and make an eco-friendly item – eg - shopping bag.

A few centres failed to start clearly with a brief and set of aims which obviously hindered the pupils progress of investigating and developing appropriate ideas - “to make a cushion” or “to make a bag” is not sufficient. It would be beneficial if the actual task was written down at the onset of the work. When candidates state the brief and aims **clearly** as a starting point it helps them to focus on their interpretations and investigative work onto specific aspects of the task set.

Lively and individual interpretations were achieved in most cases, although occasionally the same basic item had been made. This can limit creativity and an individual approach.

Tasks allowed both fashion and creative items to be made and a wide range of both functional and decorative techniques were used. There was plenty of opportunity for candidates to reflect their ability and improve upon their standards of workmanship. It was particularly pleasing to see a wide range of creative processes demonstrated particularly using fabric dyes and paints, transfer printing and CAD,CAM.

The standard of this year’s coursework seemed to follow the trend of the past couple of years.

Most centres are now allowing a variety of tasks to be chosen.

Folio

Folios varied considerably according to the interests of the candidates, but in most cases they were well presented and contained valuable and relevant information. The use of IT is still a popular choice – a pleasing development in the presentation of the folios. There were also a considerable number of very well hand written presented folios and candidates are to be congratulated on the quality of their work.

Folios for both tasks generally showed a logical progression, following the required criteria for marking and were of appropriate length – this was an improvement from last year. Folios which were structured, but allowing for the theme of the students design to flow – were often more successful. Candidates should restrict themselves to the set number of pages, in order to allow more time for the practical element. Flaps on folio pages should be avoided.

Research, whilst often well done, should remain relevant to specific aspects of the brief set. Inevitably, some folios were sparse with no real evidence of design ideas being developed and the chosen solution was often stated within the first sentence or two of their folio work. Whilst “brainstorming” is a useful starting point, more detail is needed to fully analyse all aspects of a given brief and research is necessary to help the development of ideas. Moodboards should always be relevant and linked to the candidates individual interpretation.

Design ideas should show **more development before** the final design is chosen. More emphasis is required on experimental design work, the results of which should be relevant to the selection and rejection of choice ideas. Candidates need to discuss their reasons for considering each of their design ideas and then why each idea is selected or rejected. This can then help justify their final choice.

Candidates should be encouraged to show a variety of practical technique samples particularly at the development stage of their folios. This background knowledge should give candidates an insight into the suitability and choice of final techniques etc. In some centres, **all** candidates had done the **same fabric tests and techniques** and not related them to their chosen item or fabric requirements. The majority of folios displayed good use of photographic evidence to support the stages of making.

Evaluations were often thoughtful and very well done. A detailed evaluation of the item **plus** the folio is needed, possibly using the key words from the mark scheme as headings. This would be particularly useful for the weaker candidates. It would be of benefit to some candidates if strengths and weaknesses and further developments were addressed to extend the evaluation and **help gain valuable marks**.

Realisation

A wide range of items was submitted for moderation again this year. Many were very original, and modern, attractive and innovative, while others followed a more “tried and tested” approach. The items chosen were well suited to the ability levels of the candidates. It was a pleasure to see some extremely attractive practical work displaying a good variety of textile skills.

Candidates need to be made aware of the time constraints for the coursework task – elaborate time consuming items should be discouraged. On the whole, items made this year seemed a lot more realistic to the time constraints of their brief with some candidates exceeding the skills and techniques section very well. There was very little unfinished work presented. Practical work was often of a good standard with some interesting and exciting work seen, displaying a wide range of decorative techniques and processes.

Many candidates making good use of computerised developments. Image transfer was quite popular again this year and often with very successful results. When planning the practical work candidates should ensure that they are able to include four techniques in order to access all available marks. To achieve full marks in the aesthetic/design quality section, candidates need to be original and inventive with their ideas and show imaginative flair.

The assessment of candidates work this year was generally good. Overmarking, particularly in the “construction techniques” section of the assessment criteria was still evident but only in a small number of centres. Coursework tends to be over marked at the **top end** of the range but usually more realistically marked towards the **mid and lower end**. Construction techniques need to be complex and display a considerable amount of skill to gain top marks – a simple, short, straight overlapped open seam worked on cotton fabric should **not** be considered a complex skill. Individual skills that are being assessed should be **named** in order to assist the moderation process. Thank you.

Basic computerised designs/patterns are not considered to be in the top bracket for assessment in the design quality section.

It is helpful if candidates are made aware of the assessment criteria to ensure that they achieve their best possible marks.

Board-prescribed Task

The overall mean mark for the Board-prescribed task, out of a maximum 84 marks, was:

Foundation Tier	43.0
Higher Tier	57.5

It was pleasing to see the development of candidates understanding and maturity from their coursework task to that produced for the board prescribed task.

It should be emphasised that all candidates be allowed the opportunity to access the whole of the time allocated for the Board Prescribed Task. Occasionally marks were lost from lack of work when candidates were absent on a designated timed session.

Folio

Both briefs seemed equally popular this year. The brief is an important starting point for the task and candidates usually find that stating it at the outset helps to focus their interpretation and investigation work on its specific aspects. Many candidates enjoyed and exploited the theme of hobbies and interests well. Folios were often very well done and made for interesting reading. Although the task set allowed for a broad interpretation, whilst many interpreted and exploited it well, there were a number of candidates who failed to interpret and research the **actual topic** and developed an item for the dining room not their bedroom.

Many folios were very attractively presented and included some excellent use of appropriate ICT work. They were well structured, meaningful and logical, following the criteria required for marking. Most of the folios were kept to the required length this year with very few flaps evident.

Candidates need to ensure that all research is **relevant** and related to the project - eg research into the basic elements of design may not always be necessary. To access full marks for the “Interpretation and Investigation” section of the folio, candidates must explore the brief – Hobbies and Interests **fully**.

Unfortunately, some folios did not always reflect research into the hobbies and interests theme but went straight into the item the candidate wished to make with the hobby they had already chosen. When the personal interest was truly owned it was evident in their inventive design work. Those candidates who explored the brief in detail, seem to have enjoyed the challenge and presented well structured and individual pieces of work.

The addressing of aims on the whole was good, but it was disappointing to see a list of identical aims from **all** candidates in one centre. Aims should be specific to the needs of each brief and individual candidate. Better candidates were able to begin with a clear statement of aims and were then able to refer back to these aims in their evaluations.

As in the coursework folios, candidates should research and develop a range of design ideas fully before making their **final choice on page one**. Often, candidates had a variety of design ideas from which to develop their final design idea, but this was not always clearly shown or justified. Candidates need to choose a **range of designs**, choose **one idea** and then **develop it**.

Candidates should be encouraged to plan and prepare carefully, with due regard to the balance of marks available. The planning section from some centres was very limited and did not always reflect an ongoing process.

On the whole, the testing of fabrics was completed well but the same attention should be applied to the understanding of techniques relating to the chosen theme and design. There was often evidence of useful and relevant testing and results had been used to justify the candidates choice of fabrics and techniques.

Good candidates benefit by including relevant and informed testing of fabrics to confirm suitability. Material samples should relate to the **chosen item** with the selected materials clearly indicated. The testing of construction techniques are important and sampling work should be included before final decisions are made. However, sample techniques are not always carried out as well as on the final item. Sample techniques need to be carried out to a high degree of workmanship in order to make the correct choice and judgement.

Candidates evaluations continue to show improvement. Most candidates made a reasonable/good attempt at justifying the planning, organisation and costing of their work. This, supported by the pleasure in fulfilling and achieving success in the realisation of the task performed, was obvious. What the evaluations do lack in some cases, are the suggestions for improvement and further developments.

More able candidates provided comments on all areas of the work undertaken and accessed the higher marks. The weaker candidates still have a tendency to produce a descriptive evaluation of the work undertaken.

Evaluations, on occasion appeared rushed – this suggested a time management issue for some candidates.

Photographic evidence was widely included and very helpful to moderators particularly when the practical work is not present. Paperwork was also very well annotated. Thank you.

Realisation

Both the set briefs produced some delightful and imaginative responses though far more candidates chose the creative item rather than the garment option. The theme of interests and hobbies inspired candidates to make interesting and appropriate items. Where garments were submitted, they were generally of a good standard. Many of the creative items involved exciting design ideas and interesting fabrics to create a wide variety of outcomes.

Practical work was often imaginative, attractive and completed to a high standard. Some items were of an excellent standard – a real pleasure to see and mark.

There were many interesting and varied ideas based on personal interests and hobbies.. It was obvious from the reserch shown that some candidates really enjoyed the brief and the practical challenge of this task. Bold, effective and well executed techniques resulted in some very good practical results instead of overcomplicating the design or construction of both.

The majority of items made were realistic and showed at least four skills. Candidates should be discouraged from choosing and constructing complex and time consuming items.

In many centres it was evident that candidates were well aware of the marking criteria and of the areas required to cover, in order to access the full range of marks. Overall, the marking this year was very fair and realistic, with only a small minority of centres highlighted where the practical work was slightly overmarked.

Candidates still continue to develop new and innovative ideas/techniques using a variety of cad/ cam, machine embroidery, hand embroidery and beadwork, transfer printing, paints, dyes and burning and salting techniques to achieve varied and exciting effects on new fabrics.

Some collage pictures were professionally mounted – although these were of an excellent standard it was sometimes difficult to award marks for the finish of these creative items.

The practical skill level, on the whole, was pleasing with a range of techniques and equipment being utilised efficiently. It was encouraging to see that the items made are becoming more manageable in size, relating to the time constraints of the task.

Theory Paper

The overall mean mark for the theory paper was:

Foundation Tier:	34.4
Higher Tier:	36.4

Candidates should be encouraged and reminded to relate their written work to the practical work covered during the two year course. Several weaker candidates still appear unable to make this transision of skills.

Foundation Tier (Grade G - C)

- Q.1 A very disappointing response to this very simple and straight forward question. Candidates demonstrated very poor knowledge of basic fibres and techniques. Very few candidates scored full marks.
- Q.2 A basic question which was mostly answered correctly. Some candidates however confused tacking and hemming.

- Q.3 A disappointing response with many candidates demonstrating little knowledge of basic seams. This was the weakest question on the Foundation Tier paper with the majority of candidates achieving very low scores – candidates scored an average of 1.8 out of 6 marks.
- Q.4 (a) This question was well answered with candidates very much aware of the variety of childrens clothing available.
- (b) Generally well answered – most candidates were able to suggest two different methods of payment when purchasing childrens clothes but some candidates tended to repeat the same advantages and disadvantages. Most candidates had some sort of financial knowledge.
- (c) Very well answered. The majority of candidates were aware of the meaning of value for money when buying childrens clothing.
- Q.5 (a) Very well answered by most candidates. Sensible answers were given for the buying of sewing machines.
- (b) A disappointing response to a very straight forward question. Candidates still seem unable to transfer their practical knowledge of using the zig-zag feature on the sewing machine to the written theory paper. Most candidates were only able to score 1 out of the 2 marks available.
- (c) A disappointing response with the majority of candidates referring to a basic presser foot or leaving the response blank.
- (d) This was a popular question with good marks awarded in most cases. Candidates seemed very aware of the dangers when using a sewing machine.
- Q.6 (a) This question was very well answered with candidates very much aware of the items of clothing needed for summer holidays. The quality of the designs varied considerably but the majority of the designs reflected a pleasing choice of items. Sadly, there were very few examples showing real flair. The diagrams/sketches submitted varied considerably in execution. It is in this type of question that the use of coloured crayons should be encouraged to aid the quality of their response. Some candidates made good use of colour and attention to the suitability of fabrics and garments required for holidaywear. A good selection of creative items were chosen but sadly on occasion, candidates did not read the question carefully and omitted to co- ordinate the chosen items of clothing. On the whole, this question was very well received by the majority of candidates.
- (b) This question was well answered with candidates very much aware of textile accessories and the reasons for choosing them.
- (c) (i) This was a very popular question with extremely good marks awarded in most cases. Many candidates were able to discuss at length the reasons why consumers choose various items of summer holiday wear and the majority were able to relate their response to aspects of colour, style and personal tastes.

- (ii) A very mixed response to this question. Generally candidates had little knowledge of the performance requirements needed for items of summer holiday wear.
- (iii) Generally not well answered. Candidates did not fully understand the question and failed to give a suitable response - ie summer sales , value packs etc

The following marks approximate to grades for this paper :

C - 40 D - 33 E - 26 F - 219 G - 12

Higher Tier (Grades D - A*)

- Q.1 (a) A very disappointing response to this very simple and straight forward question. Candidates demonstrated very poor knowledge of basic fibres and fabrics.. Very few candidates scored half marks for this question which is very disappointing for the first question on the higher tier paper.
- Q.2 (a) Most answered this question quite well, although unexpectedly some candidates failed to name the suitable fabrics.
- (b) The majority of candidates were unable to give suitable and acceptable answers.
- Q3 (a) This question was very well answered with candidates very much aware of the methods of payment available to the consumer.
- (b) A very mixed response to this question. Candidates needed to mention the Sale of Goods Act in order to score full marks for this question. Generally, the majority of candidates knew the basic rules for returning goods but sadly not all candidates were going to go about it in a very polite way. Few candidates mentioned the Sale of Goods Act . The present culture for compensation was evident with too many candidates only too happy to sue and go to court. The majority of candidates were aware that the contract was between the customer and the retailer.
- Q.4 (a) This question was very well answered with candidates very much aware of the items of clothing needed for summer holidays. The quality of the designs varied considerably but the majority of the designs reflected a pleasing choice of items. Sadly, there were very few examples showing real flair. The diagrams/sketches submitted varied considerably in execution. It is in this type of question that the use of coloured crayons should be encouraged to aid the quality of their response. Some candidates made good use of colour and attention to the suitability of fabrics and garments required for holidaywear. A good selection of creative items were chosen but sadly on occasion, candidates did not read the question carefully and omitted to co- ordinate the chosen items of clothing. On the whole, this question was very well received by the majority of candidates.
- (b) This question was well answered with candidates very much aware of textile accessories and the reasons for choosing them.

- (c) (i) This was a very popular question with extremely good marks awarded in most cases. Many candidates were able to discuss at length the reasons why consumers choose various items of summer holiday wear and the majority were able to relate their response to aspects of colour, style and personal tastes.
- (ii) A very mixed response to this question. Generally candidates had little knowledge of the performance requirements needed for items of summer holiday wear.
- (iii) Generally not well answered. Candidates did not fully understand the question and failed to give a suitable response - ie summer sales , value packs etc
- Q.5 (a) The majority of candidates were able to discuss, at some length, the points to consider when choosing a sewing machine for personal use. Very well answered.
- (b) A disappointing response with the majority of candidates failing to mention CAD/CAM, computerised machines, touch screen machines etc. Many candidates mentioned that the machines were versatile without elaborating on the various technological features.
- Q.6 Both questions were well received by the majority of candidates, with (a) proving the most popular. Again, only the better candidates had taken time to plan and structure their responses.
- (a) (i)&(ii) This was a popular choice of question and was answered fairly well by the majority of candidates. Some candidates discussed at length, the importance of an awareness of good design and gave well structured answers. Valid reasons were given for the importance of good design in relation to clothes and personal items but many candidates failed to give the same valid reasons for the importance of good design in the home. The principles of good design were mentioned in most cases but these were not discussed in detail.
- (b) (i)&(ii) This was the least popular of the two essay type question. Most candidates who attempted this question were able to show some basic knowledge and understanding of synthetic fibres but in the majority of cases, candidates failed to discuss the relevance and use of synthetic fibres in today's society.

The following marks approximate to grades for this paper :

A* - 49 A - 44 B - 37 C - 32 D - 27 E - 23

Conclusion

Whilst the results this year were not quite as high as last year, it is still encouraging to note that 71.4 % of all candidates achieved a grade C. Both subject teachers and candidates are to be congratulated on their efforts .

Candidates need practice in examination technique, particularly in the interpretation of questions and relating the mark awarded for individual questions and sections. They also need to plan their response carefully in essay type answers.

Candidates should be also be encouraged and reminded to relate their written work to the practical work covered during the two year course. Several weaker candidates still appear unable to make this transision of skills.

I would like to express my sincere thanks to my dedicated examiners and moderators for their hard work and especially to the subject officer Allison Candy for her support. My thanks also, to the enthusiastic subject teachers for their continued and valued support of the subject.

HOME ECONOMICS (CHILD DEVELOPMENT) - LEGACY

General Certificate of Secondary Education 2010

3568 candidates from 176 centres completed the examination. The overall mean mark, out of a possible 200, was

Foundation Tier: 93.7
Higher Tier: 132.4
Overall: 110.4

The cumulative percentage pass rates at each grade were:

Option 01 Foundation Tier			Option 02 Higher Tier		
Grade	Cumulative Percentage	Total Mark	Grade	Cumulative Percentage	Total Mark
C	32.2	109	A*	3.8	169
D	62.1	89	A	27.4	148
E	82.6	69	B	63.6	127
F	93.2	50	C	88.4	106
G	97.6	31	D	97.9	81
			E	99.3	68

The cumulative percentage pass rate overall at each grade was:

A*- 1.7 A - 12.3 B - 33 C – 56.5 D - 77.6 E - 90.3 F - 96 G - 98.5

Coursework – Child Study

The mean mark for this element was 48.3 out of a possible 84 marks.

In general, the Child Studies were quite well presented with some pleasing information and discussion about the relevant topics. Candidates had undertaken the task of placing the information into the appropriate section of the study and in many cases providing personal viewpoints about the evidence.

As mentioned in last year's report there was still irrelevant information in the studies. There should be no photocopied pages from textbooks, magazine articles and leaflets which are not linked to any aspect of the study.

Introduction

This section offered some well focused aims of the study which highlighted the need to study all four areas of the child's development.

Candidates had obtained good detailed information about the personal profile of the child, the family, home and local area. In some studies personal evaluations were offered about the child's situation and how it could affect the child's development.

The 'Norms of Development' were also a feature of the introduction. Candidates are only required to record the norms of development relevant to the age of the child plus 6 months. A common mistake was to list the norms from birth up to the age of the child and sometimes beyond to age 5 years. This shows a lack of ability to select relevant facts and therefore results in candidates undertaking a great deal of unnecessary work. Next year it must be remembered that the 'Norms of Development' are only required for the identified area or areas of development. Candidates would be wasting valuable time by providing irrelevant information about areas / ages of development not linked to the focused research of the study child.

Plan of Action

This is an important element of the current Child Study, and also of the new Child Study, but the plan of action had not been given sufficient attention by some candidates. Without a detailed outline of how the various tasks are going to be carried out, in order to complete all sections of the study, there is no framework on which to build and develop the information.

Centres should aim to explain to candidates the importance of a plan of action or, in the case of the new Child Study, two plans of action. The inclusion of a detailed overall planning, and evidence of planning within the recording of the visits, offers a much more structured approach to the work that can assist candidates to carry out the required tasks.

Gathering Information

Candidates had spent some very profitable time with the study child and gained valuable information about the four areas of development. The child had taken part in a variety of tasks in order to obtain the results. Most visits were recorded in a well structured way with an aim for the visit, allowing the information recorded to be focused to a specific area of development.

As mentioned in last year's report there is still a lack of evidence of results within some Child Studies. Please encourage candidates to gather a range of evidence for the selected area of development for the new Child Study. Candidates should aim to use tick charts, graphs, bar charts, evidence of the child's own work if appropriate and, with permission, some photographic evidence.

Play/Activity

Generally this section of the child study had improved with more candidates identifying a 'need' of the child in one of the areas of development, enabling them to complete all the required tasks. There was evidence of suitable activities undertaken with the child to encourage an improvement in the child's weakness. It was pleasing to find some discussion about the possible benefit to the child's progress.

Interpretation

This is an important section of this Child Study and also of the new Child Study. It should contain the relevant norms of development for the child, the results gained from the various tasks with the child and some personal discussion about the findings, including linking them to the child's background.

The 'Norms of Development' are a vital element in this section as they act as a 'benchmark' for the results obtained from the observations of the child. Some candidates had listed the results and compared them to the norms of development. In many Child Studies there was a lack of personal viewpoints about the results obtained with few possible answers to the question why the child was below / on / above a specific norm of development.

Evaluation

The evaluation still remains far too descriptive and does not contain enough analytical discussion about all the various tasks undertaken. More candidates had used the headings in the marking scheme to assist them with the task of covering all the required criteria. However, there were limited personal evaluative views offered and rather weak suggestions for any possible improvements.

Presentation

Overall the child studies were well presented and in an organised manner with each section labelled. There were some excellent ICT skills displayed.

Administration

The majority of centres sent the work to the moderator on time.

A few candidates had not signed their forms HE2. Please note that failure by the candidate to sign form HE2 in future years, with no accompanying explanation from the centre, will result in no marks being awarded for that section of the work.

Again this year there were mathematical errors on the CD4 forms. Please check all additions carefully.

Some centres failed to complete the CD4s form correctly. CD4 forms must be completed in rank order (i.e. in descending order of the candidates' total marks) with the candidate number quoted. Only when the form has been completed in rank order can the sample be selected correctly. The candidate's surname should come first.

Board-prescribed Task

The mean mark for this element was 37.8 out of a possible 63 marks.

Again this year the most popular task was Task 1.

Task 1

The task was to provide healthy party food for the 'under fives'. Many candidates failed to focus on the party situation and did not relate any or very little of their research work to the 'key words' in the brief. As stated in last year's report it is vital that the candidates obtain a definition / meaning of the 'key words' which will help them to produce focused aims and both primary and secondary research findings. In some folios there was evidence of irrelevant information such as the nutritional requirement for schoolchildren aged 7 to 11 years old and reference to celebrations such as Valentines Day and weddings.

Once again, there was a lack of primary research results. Several candidates stated their intentions of carrying out a questionnaire, interview or investigating the menus of party venues but the findings failed to appear in the folios. This raises the question of whether they ever undertook the planned research work. It is essential that candidates extend their research techniques to gain valuable information which can be used to create the specifications for the food dishes.

There should have been some information about what type of party foods would be suitable for young children taking into account portion size, possible health issues and how the food would be eaten. The healthy eating guidelines for the under fives should be discussed and how it could be possible to incorporate them into some of the party foods.

The criteria charts needed to be focused on the task, e.g. nutritive value, suitable for the child to eat at a party, attractive appearance, easy to produce, cost.

The photographic evidence showed a wide range of suitable party foods both savoury and sweet dishes. Generally they were of a suitable size and would appeal to young children. There were some dishes which were more suited for lunch menus and did not display a child's party theme.

Once again there was evidence of candidates 'copying' work from previous years' tasks and offering information about an irrelevant topic.

Task 2

This task required candidates to produce a toy to help develop hand and eye coordination. Most candidates spoke to the parents of the study child, gaining information about the toys which had been seen to assist this area of development. Some market research work was undertaken and a variety of different toys were considered, enabling candidates to generate ideas of possible toys which they could make.

There was photographic evidence of a range of suitable toys, which would be beneficial to the child's hand and eye coordination, showing some good practical skills by the candidates.

Justification

A 'brainstorm' should feature in every folio and is a helpful first step from which to develop the selection and rejection process. There were instances where it appeared this element had been classroom-led with many candidates from a centre offering very similar ideas with little individual variation. Some 'brainstorms' were very limited with vague titles and a lack of ideas.

The use of a criteria chart had assisted the selection of suitable items. It would be beneficial if there was a 'total' for each toy thus providing a 'rank order' on which to base and justify the final choice. It is essential that candidates provide detailed reasons for the selection of dishes / toys.

Evaluations

Many candidates failed to undertake sensory evaluation of the dishes. A star diagram is an excellent method for ensuring that all the various features are evaluated.

Giving the toy to the child, and observing how it is received and used, is a good way of assessing the toy's suitability for the relevant area of development.

Several evaluations concentrated too much on the practical work, ignoring other aspects of the folio. Evaluations should refer back to the aims with comment about whether the aims had been achieved.

Administration

The majority of centres sent the work to the moderator on time.

Please note that candidates should only use 5 sheets of A3 size paper. Yet again this year, several candidates ignored this instruction or used flaps of folded paper, presumably to try and pretend that they had not exceeded the limit.

Forms CD3 should be completed in candidate number order.

Please tell candidates not to shade over text as this completely unnecessary and makes the work difficult to read.

Again this year some centres awarded generous marks for the 'planning and making' section despite there being very limited, or even no, evidence of any planning within the folder.

Theory Paper

Foundation Tier (Grades G – C)

The mean mark for this element of the examination was 27.8 out of a possible 60 marks.

- Q.1 (a) Very few candidates gave the correct answer most answers were either related to it being a soft furry toy or that it was safe for children. Occasionally an answer of the toy being dangerous was given.
- (b) On the whole this was well done with the majority of candidates achieving 3 marks. The most popular answers were the age of the child, no small parts to choke on, no sharp edges, development of the child and something the child likes.
- Q.2 (a) Very few had these two questions incorrect.
- (b) Very few had these two questions incorrect.
- (c) The majority of candidates achieved the 3 marks available for this question with the most popular answers being the child's diet, premature, illness and genes – with various spellings!
- Q.3 (a) Most candidates provided pregnancy as the response with some considering the prevention of STDs as well as, but sometimes instead of preventing pregnancy.
- (b) Virtually all candidates had provided to forms of contraception, not always as the proper term but enough to warrant the mark, e.g. injection, pill.
- (c) The responses to this question varied from three good answers as per mark scheme to three repeated vague answers. The majority of candidates provided at least three answers, occasionally two. There were no incidences of candidates not attempting this question. The most popular answers were enough money, stable relationship, appropriate home, occasionally there was reference to maturity, age, work and health.

- Q.4 (a), (b), (c), (d) Majority of candidates provided answers to these questions and on the whole the responses were correct, with the exception of 4(d) where a few candidates did not provide growth and repair as the answer.
- (e) The responses given varied from detailed information on balanced breakfasts and the nutritional content of the breakfast food to brief statements on providing energy and helping concentration. Quite a lot of candidates provided two or three answers as per mark scheme with an explanation of the points made. Most candidates answered the question even though the responses were sometimes incorrect.
- Q.5 (a) This question was not well answered candidates provided lists instead of qualifying the point made. Suggested answers were cot, Moses basket, baby monitors and babygros. Frequently candidates discussed in detail about the clothes and blankets required for sleeping plus the need for nappies and bottles for the night. Some candidates did not attempt this question.
- (b) Again this question was not well answered, candidates referred briefly to car seats and prams and occasionally a baby carrier. Quite a few candidates concentrated on the type of clothes babies should wear in different types of weather, the need for changing bags with nappies and bottles of feed. Rain covers for prams was another popular response.
- Q.6 (a) Most candidates achieved the maximum three marks for this question with the most popular answers being, age of child, pictures, colourful and interests of the child. Very few referred to the language, content and number of pages. A minority mentioned the cost, size of print and material of the book.
- (b) Responses varied from detailed explanations to brief statements. Many candidates discussed the parent reading to the child, allowing the child to choose the book and visits to the library. Many candidates went into detail on choosing books and the different types that were available to encourage the child to read e.g. colourful, pictures, touchy feely books, books with tapes, activity books. Some candidates discussed how important reading is to the development of the PIES in children. Most candidates achieved at least 2 marks but very few achieved 4-5 marks as where there was a lot written it tended to be very repetitive. A few candidates did not attempt this question.
- Q.7 (a) This was not well answered with candidates giving similar responses for the three required answers. Common answers were mix and share with other children, learn to read, count, paint and write as the three answers, occasionally reference to preparation for school.
- (b) There were a few candidates who did not attempt this question. When attempted very few candidates achieved 5-6 marks as again the answers were repetitive or brief in content. The most common answers were, playgroups without parents and parent and toddler groups with parents, learning to be independent and parents socialising. Occasionally candidates referred to activities and supervision in the two groups but very little else.

- Q.8 (a) Many candidates answered this correctly but some were incorrect with the typical comment - getting the baby to eat solid food.
- (b) On the whole candidates achieved three marks for this question with the most popular answers being quick and easy, useful to take away and comments about the nutritional content. Those that did not achieve full marks gave easy and quick as two separate answers.
- (b) Many candidates did not attempt this question and when answered it was not very well done. Some candidates referred to signs of weaning and a few mentioned weaning a child off a dummy or any other habit. Very few candidates identified the correct age for each stage or what the food should be like. More often than not candidates could discuss the first stage of pureed food but could not discuss further stages. Very few answers as per mark scheme were given by the candidates. Responses were either very brief or detailed but on incorrect comments. Marks ranged from 1-5, very few candidates achieved higher marks.

The following marks approximate to grades for this paper:

C - 37 D - 31 E - 25 F - 20 G - 15

Higher Tier (Grades D – A*)

The mean mark for this element of the examination was 32.8 out of a possible 60 marks.

- Q.1 (a) The majority of candidates gave the correct answer.
- (b) Hair and eye colour, skin tones and height were stated frequently. Some only offered very vague answers such as 'physical features'.
- Q.2 (a) The majority of candidates correctly stated energy.
- (b) A good range of carbohydrates were quoted, e.g. bread, pasta and potatoes.
- (c) Mostly good answers, for example mention of providing the body with food, supplying energy, aiding concentration and study, preventing children seeking high fat/sugar snacks mid-morning etc.
- Q.3 (a) There were some rather vague answers. Candidates needed to refer to the gradual change from a liquid diet of milk to one of solid food.
- (b) Most answers commented on the wide variety available, ease of use and identifiable nutritional value. Cheapness was not an acceptable answer.
- (c) Few good answers. Some candidates referred to the different stages of weaning, introducing puree foods etc, but many answers displayed limited knowledge of the age at which weaning is relevant and provided little discussion of the topic. Some failed to focus on weaning and instead discussed the use of dummies and 'comfort items' for babies.
- Q.4 (a) This question was answered quite well by most candidates with good focused information and sound knowledge about the types of accident that may occur to young children in the home. Common accidents discussed included falling down stairs, burns, scalding and cuts as well as the danger of electrocution and poisoning. Some candidates provided information about the action that could be taken to help prevent such accidents, which was not needed in answer to this part of question 4.

- (b) Candidates identified a range of safety products available to prevent injury to young children in the home. Safety gates on stairs, locks on cupboard doors and covers over power sockets were mentioned in most answers. Some candidates would have gained higher marks if they had offered more description and supportive information about these products.

Q.5 Many answers showed rather limited knowledge and understanding about the range of pre-school opportunities for young children. Nurseries play groups and crèches were mentioned with a varying level of supporting discussion. Some candidates referred to different types of nurseries, e.g. private or state provision linked to a primary school, though there was little focused information about how pre-school facilities were organised in respect of opening times, staffing and the range of activities offered to young children. There was brief information about crèches in some answers.

Most candidates acknowledged the benefits to the child through attendance at the various pre-school facilities, such as the opportunity to develop social skills as well as other areas of development. Unnecessarily, these points were often repeated for each of the facilities discussed. Some candidates discussed care by child minders, nannies and family members which gained no marks.

- Q.6 (a) Generally there was good knowledge about the varied quality and suitability of books produced for young children. Many candidates mentioned choosing books appropriate to the age of the child and the need to consider the extent, attractiveness and colour of illustrations in order to ensure that the book would appeal and engage the child's attention. Other factors discussed included ensuring the vocabulary used in the book would be appropriate for developing the specific child's reading skills.
- (b) Many candidates discussed this question by considering the four areas of a child's development linked to book reading. Candidates provided some relevant information about the child being able to hold the book and turn pages, bonding with the person reading the book and having the opportunity to feel happy, excited or sad in reaction to the storyline. There was some good discussion on the intellectual development of the child, e.g. the ability to improve verbal skills, gain understanding of number and colour, concept of society and nature, all of which assisted in developing the imagination of the child.

It is important that candidates appreciate the need to provide some specific examples to support their discussion. As an example, young children could be encouraged to count the number of balloons in a picture, using fingers if necessary, to develop their numeracy skills. Some answers were very repetitive and offered no examples of how the child's development could benefit from access to books.

- Q.7 (a) This was the less popular question. Some candidates interpreted the term 'family's culture' as the lifestyle of a family linked to nurture, offering a rather limited focus and failing to cover all the required aspects of culture. Reference was made to a home situation which might feature parents swearing, smoking and scenes of domestic violence as well as the diet offered, possibly high in fat and sugar with a lack of fresh fruit and vegetables, and the pattern of the family's daily activities which may include little regular physical exercise. Such factors could affect a child's upbringing and development.

Other answers discussed the wide range of traditions associated with various cultures in society. Religion was an aspect which enabled candidates to discuss how it influenced the family's pattern of worship, style of dress, diet and eating habits etc. Some answers offered discussion about language, with some children needing to learn English as a second language, and how education, music and leisure activities were part of the family culture and played important roles in the lives of young children. There was also mention of issues that could cause problems for young children, particularly when attending school and participating in sport.

- (b) Candidates discussed a wide range of benefits for young children who are given the opportunity to participate in physical activities. Many answers focused on both the gross and the fine manipulative skills of the children and mentioned the health benefits of developing strong muscles. The topical issue of obesity was mentioned often, linked to physical activity and how it is essential to maintain a healthy weight which can also assist the self-esteem of young children. There was reference to how physical activities ranging from playing in the garden, visiting a play area or a country walk, as a member of an organised group, can also help other areas of development. Social skills, which were vital for young children to learn, were developed through playing with other children, listening to and communicating instructions, experiencing the joy of winning and the sadness of losing.

The contribution made by parents and carers could have been discussed in more depth by some candidates. Many answers stated the importance and value of parents and carers giving time to participate in an activity with the child, offering encouragement and praise. Having a role model who is involved in physical activity was seen as beneficial to the child's development. Some candidates mentioned the need for parents and carers to obtain the necessary equipment and provide transport.

Essay writing will be an important feature of the new theory paper for June 2011 so it is essential that all candidates are given frequent opportunities to develop their writing skills. They must avoid the common tendency to repeat the same discussion point several times within an essay. Repetition does not gain extra marks and writing a brief essay plan would focus a candidate's answers and help to ensure that all aspects of the topic were covered. Candidates should take every opportunity to support the statement of facts with some relevant discussion and they should be encouraged to develop the skill of including discussion within their essays.

The following marks approximate to grades for this paper:

A* - 50 A - 43 B - 36 C - 30 D - 21 E - 16

Conclusion

There was some outstanding work especially within the coursework again this year, and clearly candidates have enjoyed the work and teachers have worked hard.

Finally, I would like to express my thanks to all the assistant examiners and moderators for their hard work again this year, and the subject officer for her support.

**HOME ECONOMICS (CHILD DEVELOPMENT)
New Specification Unit 2**

General Certificate of Secondary Education 2010

123 candidates from 7 centres (5 English, 2 Welsh) completed this unit. The overall mean mark out of a possible 60 was 24.7.

The cumulative percentage pass rates at each grade were:

Grade	Cumulative Percentage	Total Mark
A*	0.0	54
A	2.4	48
B	14.6	42
C	30.9	36
D	38.2	30
E	52.8	24
F	66.7	18
G	74.8	12

Controlled Assessment – Child Study

The size of the sample moderated was small due to the entry in this first cohort. In general the Child Studies were disappointing; they failed to reflect the new specification, many failed to focus upon the set question whilst others contained much irrelevant information.

Plan of Action

Many pieces of work contained some planning for the observations but few had considered how the 15 hours of classroom time was to be used. Planning also generally failed to reflect the whole area of development chosen, for example physical development includes growth, gross motor, fine motor and sensory development. Resources were rather vague and generic to all questions. Some studies failed to give information relating to the age of the child and suitability of choice. A letter to parents and a brief questionnaire would cover this area.

Introduction

Aims were very often vague and generic to all candidates from a centre and further did not reflect choice of question. Fact files were generally given and appropriate. However few candidates listed the norms of development for the child in the area being studied in this section. This is vital if the study is to develop and the question to be answered. Many candidates failed to consider the area of development chosen and therefore could not demonstrate an understanding of the subject.

Gathering Information

The majority of candidates did organise their observations appropriately and used the suggested headings. There was usually a plan and methods of ways to collect the information given. More able candidates were able to justify their course of action. Results varied, some were descriptive others more focussed. The higher bracket marks were generally not given in this section as studies frequently failed to focus on the area of development given in the question, or included much irrelevant information. Many candidates had only four observations, it would be easier to gain marks if more observations – possibly 6 were included. The observations can be shorter in length but more focussed. With better planning candidates would have included a full range of information relevant to the age of their child in the area they are studying.

Analysis / Interpretation

Candidates did often use a norm chart to begin to analyse their findings. The norm charts do need to be comprehensive if this is to allow the candidates to access the higher marks, however, too frequently that was all that was included in this section. Candidates must offer an explanation which justifies these findings; they need to consider the nurture and nature of the child. Discussions must demonstrate an understanding and application of knowledge.

Evaluation

Candidates generally did attempt to consider all the side headings as given in the specification, however, candidates failed to write in sufficient detail to access the 15 marks available in this section. The work was often too descriptive, candidates must look at their strengths and weaknesses and offer appropriate criticism. Many candidates failed to discuss what they had learnt from carrying out their study and offer suggestions of how the study could be developed.

Conclusion

Whilst the cohort was small and generally disappointing with many of the centres marks being scaled or re-marked there was some positive areas in the work seen. Centres need to focus on the fact candidates have a choice as to the area of development to be studied. Once they have chosen a question candidates must concentrate on collecting in depth norms of development, from that they should make a comprehensive list of activities they can complete in order to collect information. This would result in more meaningful interpretations and higher standard evaluations being produced.



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