



# **GCSE EXAMINERS' REPORTS**

**HOME ECONOMICS**

**SUMMER 2011**

## **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 & NUTRITION)

### General Certificate of Secondary Education

Summer 2011

*Chief Examiner:* Bethan Jones, Assistant Head, Ysgol Gyfun Aberaeron

Unit	Entry	Max Mark	Mean Mark
1	3,389	80	38.9
2	3,537	120	77.9

*N.B. The marks given above are raw marks and not uniform marks.*

#### UNIT 1 - Theory Paper

Q.1 All candidates bar a few gained full marks.

- Q.2 (a) The majority of candidates stated the correct temperature or range of temperatures for a freezer.
- (b) Responses were generally poor. The most popular choice of packaging material was plastic. Cardboard featured often; candidates obviously thinking of the outer packaging on bought frozen food, as opposed to packaging material used for storage of food in the freezer.
- (c) A very well answered question with many candidates scoring the full marks allocated. In addition to the obvious advice on use of cool bags / ice packs and wrapping frozen foods separately in the same bag there were numerous references to keeping the internal temperature of the car down and getting home quickly.

- Q.3 (a) Generally correctly answered although far too many incorrect answers on what would be considered as a basic nutrition question.
- (b) There were many excellent responses with candidates showing full awareness of the difference in source together with reference to cholesterol. Also candidates from many centres correctly explained in detail the difference in chemical composition.

- Q.4 (a) There were many correct references to tenderising or making less chewy, converting the collagen to soluble gelatine and improving the texture of the meat.
- (b) Many candidates correctly referred to the vitamins, minerals being retained without actually specifying these nutrients. This part of the questions was somewhat better answered than the first part and the majority of candidates were able to access a total of half marks for the question. However, many did not interpret the question correctly and wrote about slow cooking and steaming as methods of cooking in general, sometimes with reference to economy, instead of the nutritional, sensory effects of these methods of cooking on food.

- Q.5 (a) Most candidates were able to access half or full marks showing evidence of a good understanding of energy balance.
- (b) A disappointing response on the whole, with candidates writing in detail about healthy eating without reference to suggesting ways of encouraging children to eat a healthy diet. There were, however, some very good responses such as getting children involved in the shopping and preparation of food at home, setting good habits, making food more fun as well as adopting national advertising which supports the promotion of healthy eating. Many candidates took a more negative approach by suggesting highlighting to children the consequences of an unhealthy diet. To obtain the top mark band for this criteria referenced answer, candidates needed to consistently refer to the target group.
- Q.6 (a) This was very well answered and an easy question for accessing 3 marks if the question was correctly read.
- (b) A disappointing response, the majority of candidates able to access half marks only or below half marks. Many candidates obviously had no experience of making scones and no idea how to achieve a quality result. Reference to basic rules such as correct weighing, rubbing in technique or correct cooking temperature were simply not in evidence. Many candidates described bread making, confirmed by descriptive comments like 'knead until your arm aches'!
- Q.7 (a) Surprisingly, the majority of candidates could not state water and butter as being the main ingredients on the product label.
- (b) Most answered correctly and there was a wide variety of correct answers ranging from informing or warning consumers to meeting a legal requirement.
- (c) Generally a very well answered question with excellent detail on the difference between the 'use by' and 'best before' date.
- (d) Again there were some very good responses with references to the consistent quality and large variety available, the convenience and ease of use as well as being useful for those who find cooking difficult because of physical disability, lack of skill or equipment necessary.
- Q.8 (a) Candidates were generally conversant with the categories of additives although many had not revised the topic and made incorrect assumptions such as salt, seasonings and use of herbs. The most common responses were colourings and flavourings. Colour and flavour are not acceptable answers.
- (b) This was poorly answered often repetition of part (a) without reference to benefits such as improving eye appeal and quality, increasing shelf-life and reducing rancidity or ensuring consistent quality and fortification. Candidates need to improve on organising information, show good quality written communication and consistently use specialist terms to access the higher mark band on questions such as this where discursive comments are required. It was surprising how few centres had prepared candidates for this question which tends to appear frequently on the question paper.

- Q.9 (a) The majority of candidates were able to access two or three marks.
- (b) Answers were either very good or mediocre in content with many candidates not getting to grips with discussing reasons for consumer choice. Candidates were familiar with the different types of milk sold but failed to extend their answers by suggesting reasons for choice. Candidates scoring high marks were able to make reference to health, allergic, moral / religious / cultural, cost, convenience, sensory and environmental reasons for choice.
- Q.10 (a) This was by far the most popular choice on the essay type question. Although many candidates were able to make correct references to the importance of good practice in food preparation and cooking, answers were generally lacking in good recall and application of knowledge. Stating how contamination occurs in the first instance, i.e. by growth of moulds, yeast, enzymes and bacteria and that ambient temperatures, time and high risk food with possibly oxygen and pH factor are ideal conditions for growth. Responses need to be more in-depth with reference to the time, moisture and high risk food factors with subsequent reference to correct storage temperature, ambient temperatures and safe cooking temperatures for a high mark. Good recall and application of knowledge is also an essential part of accessing a mark of between nine and twelve.
- (b) The question was either very well answered or extremely weak. There was a good variety of discursive comments on shopping for the cheaper cuts of meat and fish, using more economical methods of cooking, good use of 'left over' food, batch baking and use of freezer. Candidates referred to making a list prior to shopping for food, buying supermarket brands, making the most of offers and seasonal produce, comparing supermarket prices and shopping at local markets. Growing your own fruit and vegetables and the popularity of allotments also featured strongly. More than one candidate suggested leaving the children home when shopping as well as shopping locally as fuel prices increase.

## **UNIT 2 - Controlled Assessment Tasks**

### **Task 1**

The most popular task by far was the fruit and vegetable task, probably because of its accessibility to all the ability range. The protein task was the next most popular and featured some development of the exemplar work on teachers' guidance. Centres who attempted the salt task were in the minority but the work submitted was of extremely good quality showing much initiative and individuality.

### **Investigation and planning**

Many centres produced exemplar work where candidates had been given adequate guidance for completing succinct investigation, which was focussed and relevant to the task chosen. Examples of good practice included reference to primary research, exploration of ideas for practical work based on the topic and setting success criteria which included nutritional and sensory aspects. Analysis of dishes chosen needs to be linked to the initial aims or success criteria set to make work meaningful. Many centres failed to comply with the assessment criteria on the specification, which clearly indicates the need to apply knowledge and understanding to choice of dishes and justification of final choice.

Planning for all practical assessment is desirable, and also considered to be good practice for candidates in preparation for cooking. It is essential to include planning for one practical session as part of the folio work for assessment. Centres need to maximise time allocation for practical and encourage candidates to make more than one dish as this will help develop multi tasking skills and enable the better candidates to access the high mark band for practical work. There was evidence of centres not giving candidates this challenge. Where centres, for example, have a time allocation of 100 minutes, candidates should accomplish the making of two dishes. It is vital to use the whole range of marks for this section of the Controlled Assessment and teachers need to bear this in mind when marking candidates work. To access the higher mark band, candidates need to show detailed planning and accurate application of hygiene and safety, not simply a generic list of hygiene and safety points which may not all apply to the specific task in hand.

### **Practical 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. Although there were many examples of well executed practical work with high quality finish, there are concerns on over generous awarding of marks where it is evident from photographs that candidates do not meet the assessment criteria. Teachers need to use the range of marks available for practical and base their assessment on the degree of skills level, the consistency and quality of competent food preparation and cooking skills. Marks in the top band should be awarded only to candidates who present dishes to an excellent quality finish.

Candidates who display a restricted or limited level of skills should be assessed accordingly, to distinguish between grade descriptions. As the emphasis on practical work has increased on the revised specification, teachers need to encourage the application of practical skills and use time wisely. For example, a candidate making a chicken and vegetable stir fry with strawberry meringue, using bought meringues shells, is not showing good use of time or skill level in a 100 minute session.

## Evaluation

Evaluations should be limited to nutrition, sensory and possibly cost. To access the higher mark bands in this section, candidates need to analyse their findings and come to a specific conclusion. Some centres are very good at guiding candidates into applying their evaluation to the aims or criteria set.

## Task 2

Both tasks were equally popular.

## Interpretation and investigation

There were many examples of candidates adopting excellent research methods and variety of approaches to the tasks. The task on healthy options for children featured good links with advertising and the influence of parents on children's food choice as well as the influence of marketing techniques on parents' food choice for their children. Candidates highlighted pester power linked to food choice in their research and formed useful links with primary school target groups. Many candidates linked the issues with the obesity problem in Britain with its consequence on adult health and fitness. Good use was made of newspaper articles and media coverage on children's health and fitness.

The cereals task produced an overall better quality of research material, although, too many centres are guilty of including information not relevant to Food and Nutrition e.g. climatic conditions for growth of crops and statistics on crops grown worldwide.

Any form of research needs to assist candidates in making decisions but, unfortunately, this was not evident in many of the samples sent for moderation. Primary research e.g. questionnaires, needs to be meaningful, specific and relevant to task; all too often it is conducted as a standalone exercise to simply 'tick a box'.

## Development of ideas

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. These practice sessions can be carried out, if necessary, as part of normal teaching. They do not need to be evidenced in the folio work.**

Candidates show evidence of brainstorming ideas for practical but all too often opportunities for development are lost, e.g. modification of burger recipe using different types of mince, adaptation of Toad in the Hole recipe using different types of sausage and varying and comparing the cereal content of energy bars. There is a wealth of information on nutrition, sensory and cost which candidates can draw upon from such developmental work to support decisions for final choice. 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. Good use was made of criteria charts which aid decision making and to justify choices.

## Planning

Planning continues to improve, many centres providing candidates with templates. As there is increased weighting of marks for practical work, the better candidates need to be given the opportunity to display high level preparation and cooking skills. Marks in the higher mark band should only be awarded to candidates who display the skills of logical sequencing. Centres need to show clearly how time has been allocated for practical assessment, either in candidates' time plans or logs or in the teacher's annotation.

## Practical outcome

Assessment should reflect the range of marks according to skills level and candidates' ability to complete the task in the time allocation. High marks should be awarded only to candidates who meet all the assessment criteria and work independently, i.e. display excellent manipulation, a fine level of dexterity, who work in a consistently safe and hygienic manner with high quality finish. There was evidence of an excellent standard of high level skills appropriately and aesthetically presented.

There is, however, a real concern over generous marking of practical work. There is a consensus of opinion amongst the team of moderators that teachers need to revisit the assessment criteria and look critically at the five assessment objectives for practical outcome. In several instances high marks were awarded to candidates whose planning did not show any form of sequencing. Similarly, high marks are being awarded to candidates who display, albeit competent, low level skills. Over half the mark allocation for Task 2 is given to practical outcome, and, in order to maintain standards, marks awarded must be justified, covering the whole range according to ability of candidates.

## Evaluation

There is evidence of some excellent practice in centres with candidates evaluating work competently and in detail, often as an ongoing process.

Whole task evaluation is improving with more candidates addressing suggestions for improvements and proposals for further developments in order to access the higher mark bands. Ideally, candidates need to reflect on aims set and evaluate their success in accomplishing those aims. There were lovely examples of individual, whole task honest evaluations where critical thinking featured throughout the task across the ability range. With some planning from teachers, the weaker ability candidates can be channelled in to constructing a few sentences to cover the assessment criteria and to give them access to higher marks.

Nutritional analysis and sensory analyses need to have supportive comments to show understanding. A purely mechanical exercise of printing out copious sheets of nutritional analysis of several dishes is meaningless without evidence of understanding. It is not good evaluation.

## Administration

**The booklet on instructions for conduct and administration of examinations, is only available on line. It contains all the information required for completing the required paper work and the sample size to send to moderators.** There were gross inaccuracies in samples sent for moderation and in the completion of both FN forms and addition of centre marks. Please note that only whole marks are acceptable; fractional marks are not allowed.

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 this year; teachers need to re-visit the specification criteria and, in particular, check total mark awarded against the performance criteria for each grade.

## **General comments**

- Many centres are giving excellent guidance to candidates as evidenced by the complementary support material sent with samples.
- The quality of photographic evidence varies – it should accompany the candidates' work, attached and clearly labelled. Inserting candidates' name on photographs on their practical outcome is useful.
- Centres need to adhere to the required 6 sides of A4 for Task 1 and up to 10 sides of A3 (or equivalent) for Task 2.
- Teacher annotation is very desirable as this justifies the mark awarded and greatly assists in the moderation process.
- Use of specialist terminology needs reinforcing. Candidates should be familiar with subject specific words as this forms part of the assessment criteria on the specification.
- Both FN 1 and FN 2 forms should be completed in candidates' rank order.
- Many teachers have not familiarised themselves with the revised specification and are still teaching on the old specification.
- The subject is often referred to by candidates as Food Technology, not Food and Nutrition.
- Candidates need to be encouraged to assemble their work in order and correct sequence. Ensure that folio work is well presented, checked for errors and secured.

## **Conclusion**

The new layout of a one tier paper resulted in fewer candidates accessing low marks. The majority were able to attempt all the questions and able to gain some marks consistently from beginning to end. There is an obvious variety in quality of teaching; many candidates are disadvantaged by ineffective teaching on basic Food and Nutrition topics, whilst other candidates are able to access high marks through a broad and balanced approach to a wide variety of topics.

I wish to thank teachers for preparing candidates for the demands and challenges of the subject and congratulate candidates on their achievements. There were many examples of some outstanding work, which indeed produced the 'wow' factor, some from candidates with learning difficulties.

Again this year, I wish to thank my team of moderators and examiners for their hard work and high standard. The constant support and assistance available from the subject officer throughout the year is also much appreciated and contributes to the successful development of the subject.

## HOME ECONOMICS (TEXTILES)

### General Certificate of Secondary Education

Summer 2011

*Chief Examiner:* Margaret Hopkins, Brecon High School

Unit	Entry	Max Mark	Mean Mark
1	364	80	41
2	368	120	78.4

*N.B. The marks given above are raw marks and not uniform marks.*

#### General Comments

It was encouraging again this year to see an increase in the number of centres and students opting for the subject. Since CPD 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.

This has been a very pleasing start to the new specification and it was encouraging to note the comments made from one new centre referring to the new course as a unique and exciting course enjoyed by both teachers and candidates.

A series of CPD courses have again been arranged for the Autumn term to help and assist in the delivery of the new specification. Teachers should refer to the WJEC website for further details and booking procedures.

#### EXAMINATION PAPER

##### UNIT 1 - Theory Paper

- Q.1 (a) Unproblematic – candidates were very familiar with basic items of textile equipment.
- (b) This was well answered, apparently safety in the Textile room is a high priority.
- Q.2 Very well answered by the majority of candidates. A popular question.
- Q.3 Most candidates were able to underline the odd one out but reasons were often weak and vague.
- Q.4 (a)&(b) A disappointing response with many candidates demonstrating little knowledge of knitted fabrics and the points to be considered when stitching them.
- (c) A pleasing response to this question with most candidates able to explain the care of knitted garments.

- Q.5 (a) This was a popular question and the diagrams/sketches submitted varied considerably in execution. The majority of candidates produced original design ideas making full use of colour and detail. **It is in this type of question that the use of coloured crayons should be encouraged to aid the quality of their response.** There was limited annotation in some cases. Candidates should mention fabrics when annotating their designs. This question was misinterpreted by a small number of candidates, they gave instructions for decorating the jeans **not** the patch and confused pockets and patches.
- In order to achieve the higher band of marks, candidates need to define the techniques/embellishment used for their chosen designs in detail. Several candidates simply mentioned embroidery stitches with no reference made to the type of embroidery stitch.
- (b) Generally not well answered. Step by step diagrams were generally of a satisfactory standard but some were of a very poor quality, too small and often untidy. Instructions for two decorative techniques were asked for - many candidates gave instructions for completing and applying the whole patch. Once again candidates failed to apply their basic knowledge of creative sewing techniques, instructions in many cases were too vague.
- Q.6 (i)&(ii) This question was well answered with candidates very much aware of designers and the world of fashion. Most candidates were able to discuss at length the issues pertaining to their chosen designer but a few candidates tended to concentrated on one or two points and continued to repeat the same point over and over. Many answers made very interesting reading.
- Q.7 (a) Generally not well answered. Diagrams were of a very poor quality, too small and often untidy with no colour added although the choice of item was good in most cases. Annotation on the whole was disappointing because the candidates failed to show enough understanding of the requirements of the chosen specialised item. Lycra was often chosen for the fabric, reasons for choice were good but lycra plus another fibre was needed.
- (b) A pleasing response to this question with most candidates fully aware of the reasons why tracksuits are suitable items of clothing for sportswear.
- (c) Most candidates made a brave attempt at this question but very few scored all six marks. The majority were able to mention some of the most relevant factors but were unable to discuss them at length.
- Q.8 (a) This question was generally not well answered. Candidates did not fully understand the issues involved in the question and proceeded to write their answers all about the qualities of wool. There were few references made to the importance of layering or to the use of quilting and quilted fabrics. Only a few candidates mentioned the issue of hypothermia. Some candidates answered the question in a "list "format and failed to discuss the important issues at length.
- (b) Generally there was some good knowledge about the increase in the range of fabric finishes. There was some good discussion into how finishes are applied to fabrics and how they are used to enhance fabric qualities. Sadly some candidates misread the question and referred to the general finish of garments and wrote about the trimming of ends, neatening of seams etc.

## Q.9 Either

- (a) This was by far the most popular choice of question and was answered extremely well by the majority of candidates. Some candidates discussed at length the issues involved when wearing clothes and how an individual's personality can be reflected in the clothes that he or she wears. This is obviously an area that teenagers are interested in and this was reflected in the quality of the response. Many candidates mentioned peer groups, celebrities etc. and the influence of other cultures was discussed quite sensibly with good examples. Most candidates were aware of the influence of religion – this was well documented and in some cases good explanations given, indicating knowledge and understanding of the topic. The responses made very interesting reading and it was a pleasure to see evidence of understanding in their responses.
- (b) The least popular choice with only a few candidates attempting to discuss the importance of the labelling systems used on clothing and textile items. Many candidates tried to list the laundry care label with little regard to fibre content, finishes, safety etc. This was a disappointing response with candidates losing valuable marks for poor interpretation of the question. Again, only the better candidates had taken time to plan and structure their responses. Candidates do need, however, further practise in examination technique and the ability to read questions accurately and relate their answers to the marks available. Candidates should 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 transition of skills.

### **Administration: Controlled Assessments Unit 2**

Most of the work arrived on time, carefully packed and correctly sampled. It is important to note that work arriving late causes problems at moderation – all work must be sent to the WJEC by the specified date.

Individual work was not always clearly labelled with centre number, candidate number and Task number. Labels need to be attached securely to all practical work and all folder work needs to be clearly identified.

In most instances paperwork had been correctly completed but please note that both the TX1 and the TX2 need to be completed in rank order – this rank order may be different for both tasks.

Please ensure that all areas of the coursework are totalled correctly.

It is also important to remember that candidates' signatures are required on the TX1 and TX2 forms, to certify that the work is all their own. Time Record Sheets should also be sent for all candidates in the sample to show authenticity.

Sample size changes were adopted by most centres; please refer to the current Administrative booklet on the WJEC website for the correct sample size. A sample of ten is necessary for the majority of centres.

It would also be helpful if those candidates in the moderation sample could be marked with an asterisk on the TX1 and the TX2 forms to help with identification.

Teacher comments and annotation were both helpful and realistic.

## **Task 1**

### **Folio**

The centres approach to the utilisation of the ten hours for this task was realistic and achievable for all candidates. Folios displayed a far better approach to the editing of their folios including only relevant information within the 4 page limit of Task 1. Folios varied considerably according to the interests of the candidates, but in most cases the new folio format was well received.

Candidates showed a clear understanding of the requirements of their chosen task. It would be advantageous to include a set of aims to demonstrate their organisational skills in order to access the higher mark grade boundaries.

Folios often contained valuable and relevant information and were very well presented. Most candidates carried out relevant and meaningful investigation into techniques, with sound justifications for final choice.

In the majority of cases the folio pages were formatted well allowing candidates to achieve pleasing investigative ideas. It would be beneficial if the actual task was written down at the onset of the work. On the whole the folios were well structured allowing the candidates to gain marks in all sections of the marking criteria. Most folios were well organised and followed the set criteria for assessment.

Candidates should be encouraged to show a variety of practical technique samples particularly on page 1 of their folios. In some cases, these samples were too large and tended to restrict the information and investigation work allocated for that page. More emphasis is required on experimental work, the results of which should be relevant to the selection and rejection of choice ideas.

Inevitably, some folios were sparse with no real evidence of investigation work and design ideas with the chosen solution often stated within the first sentence or two of their folio work. Design ideas should show more development before the final design is chosen. Within the exploration section of the folio it is not essential to design more than one type of item, e.g. bags.

Evaluations were generally well written, especially where candidates have been given detailed guidance to encapsulate all the assessment criteria. The best evaluations were written under sub headings, where they were tackled in more detail. It would be of benefit to some candidates if strengths and weaknesses and further developments were addressed to extend the evaluation. Star analysis as part of the evaluation is often a good idea, but an explanation is also needed.

Many candidates are now using opportunities to enhance presentation with ICT. It is pleasing to see the innovative use of ICT, but it is not essential in a timed controlled situation. As long as the folio work is clear, legible and in a logical order, it does not hinder in any way the candidates accessing the full range of marks available.

The limit of four sides of A3 is a skill which can be fostered to select and reject relevant material at the same time as utilising the space effectively, paper flaps and add-ons should be avoided. It is essential that candidates do not exceed the four A3 sheets.

## **Realisation**

A wide range of artefacts were submitted for moderation. Many were very original, attractive and innovative, while others followed a more “safe” approach. A range of outcomes was achieved resulting from clear folio research and a structured route.

Candidates need to be made aware of the time constraints for the controlled assessment task, however, realistic items were achieved by the majority of candidates. The use of existing items is one way of overcoming the time constraint of the task - this was often carried out successfully but needed to be monitored closely if the initial starting item was difficult to work with. This can hinder candidates from achieving good quality practical skills, e.g. the use of thick woven canvas bags can be very difficult to embellish. Lively and individual interpretations were achieved in most cases, although occasionally the same basic item had been made, which can limit creativity and an individual approach.

It was particularly pleasing to see a wide range of creative processes demonstrated. Much of the practical work was well constructed with many candidates making good use of computerised developments. Many centres are now using CAD/CAM widely and image transfer was quite popular again, often with very successful results. Basic computerised designs/patterns are not considered to be in the top bracket for assessment in the chosen skill/technique section of the production.

Practical items varied with ability but, on the whole, the practical work was of a good standard.

The assessment of candidates practical skills tended to be a little generous within the accuracy section of the assessment criteria, e.g. an item must have appropriately neatened seams of a good quality if it is to access the higher marks.

The choice of the final outcome at times, limited some candidates potential, restricting the possible range of marks that could be awarded. Further guidance regarding the final selection of the practical work may be necessary in some cases to reflect the candidates true abilities. In some candidates work only three skills were assessed which did not allow for some individuals to access the full marking criteria.

It is helpful if candidates are made aware of the assessment criteria to ensure that they achieve their best possible marks. Teachers may also find it helpful in future to use the mark breakdown sheet “controlled assessment, further guidance tasks 1 and 2” which can be accessed on the WJEC website under documents, teacher’s resources. This can be used as a form of annotation and attached to the coursework, hopefully saving valuable time.

## **Task 2**

It was pleasing to see the development in some candidates work from their coursework Task 1 to that produced for the coursework Task 2. Both the set briefs produced some delightful and imaginative responses and showed clearly that candidates were up-to-date with current trends, both in fashion and in the home.

## **Folio**

Both briefs proved to be topical and equally popular with some candidates producing innovative work that was a pleasure to mark. Both themes were well researched allowing for a range of appropriate and manageable outcomes which met the marking criteria. Please note that research into both briefs of fantasy and nature is not necessary.

The folios accompanying Task 2 , like those of the Task 1, were generally well presented, informative and detailed.

To aid candidates research, the chosen task should be presented on the first page of the folio. Better candidates stated their aims clearly at the beginning of their folios and were then able to refer back to these aims in their evaluations.

The majority of candidates were able to plan and collate information succinctly adding key features to illustrate application of knowledge and a sound understanding of the requirements of the task. Candidates need to ensure that all research is relevant and related to the task, e.g. colour and fibres and fabric construction was sometimes in more detail than was relevant or needed, to keep to within the ten sheets recommended. Sadly, some candidates did not understand the requirements of the brief and failed to discuss fully the outcomes of the analysis.

Those candidates who explored the brief in detail, seem to have enjoyed the challenge and presented well structured and individual pieces of work.

Candidates should be encouraged to 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! The development of an item needs to be more open to begin with, then refined.

Candidates should be encouraged to plan and prepare carefully, with due regard to the balance of marks available, so that all elements can be accomplished within the time scale allowed. The planning section from some centres was very limited and did not always reflect an ongoing process. Good candidates benefit by including relevant and informed testing of fabrics (referring to the fibre content) 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 carefully in order to make the correct choice and judgement.

Candidates should be advised to show that they have planned their work and investigated the suitability of their chosen fabrics and techniques , in order to improve their marks. Often good and relevant testing of fabrics and techniques was included in folio work.

Candidates evaluations continue to improve, many evaluations were thorough and very well done. Most candidates made a reasonable/good attempt at justifying the planning and organisation of the task. 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 summative and rather descriptive evaluation of the work undertaken. Photographic evidence was widely included and very helpful to moderators.

## **Realisation**

The practical solutions to both briefs were modern interpretations and reflected a wide range of abilities. Both the set briefs produced some delightful and imaginative responses though far more candidates chose the creative item rather than the garment option. 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.

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 and techniques. It was pleasing to see a collection of both original and manageable practical items for both Task 1 and Task 2.

Tasks chosen 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 standard of workmanship.

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

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 was again fair and realistic, but there are still a few centres where the practical work was slightly over-marked, e.g. open seams had been awarded the full 8 marks, but were uneven and not neatened or pressed open, very simple darts would also not merit the full 8 marks. When marking the skills on final items it may be helpful to mark one skill for each section rather than grouping skills together. It is also necessary to consider the amount of chosen technique and the fabric when awarding the marks, e.g. to show a series of three chain stitches or to attach two beads is insufficient. A high level of skill must be evident to gain full marks for each skill assessed. Please note that marks awarded for "overall construction" should not be included under the four skills/techniques section.

## **Conclusion**

This was the first examination following the new specification. All areas seem to have been successful and well received. The quality of work has been maintained from the legacy specification and often improved. My thanks also go to the enthusiastic subject teachers for their continued support and passion for the subject and who have worked so hard to ensure the success of the new specification. I would also like to express my sincere thanks to my dedicated examiners and moderators for their continued hard work and to the subject officer Mrs Allison Candy for her continued support and leadership.

## HOME ECONOMICS (CHILD DEVELOPMENT)

### General Certificate of Secondary Education

Summer 2011

Chief Examiner: Anna Davies, Assistant Head, Bryn Hafren Comprehensive

Unit	Entry	Max Mark	Mean Mark
1	3,448	80	37.1
2	3,570	60	33.0
3	3,499	60	35.4

*N.B. The marks given above are raw marks and not uniform marks.*

#### UNIT 1 - Theory Paper

- Q.1 The majority of candidates gave the correct answers, although several stated 'sound' instead of 'hearing'. A few candidates incorrectly commented upon what the child was doing, for example (i) eating an apple.
- Q.2 The majority of candidates ticked the statements correctly, but some candidates thought that a doctor must be present at the birth of a baby.
- Q.3 (a) Many candidates gained full marks and most others were able to identify at least two types of family. Fostering was in some cases mistaken for adoption.
- (b) A wide variety of relevant functions were given. Some candidates repeated the same function such as love and affection. To obtain marks it is necessary to offer different functions. A few answers incorrectly attempted to explain the different types of families listed in part (a).
- Q.4 (a) This question was answered poorly showing a lack of nutritional knowledge as in previous years. Some candidates were able to identify the functions of Vitamins A and C and cereals was a popular food source of Vitamin B.
- (b) Candidates identified a diet high in fat and / or sugar as a reason for obese children. However, many answers were too vague such as 'eating too much food' or 'not eating a balanced diet'.
- (c) Heart attacks, diabetes and high blood pressure were frequently quoted risks. Others mentioned low self-esteem and depression. Some candidates misread the question and continued with reasons for obesity.
- Q.5 (a) Many answers showed rather limited knowledge and there were few correct answers.
- (b) Candidates displayed an understanding and common answers were providing nutrients for the baby as well as getting rid of the waste.
- (c) The common answer was providing protection for the embryo as well as preventing infections and allowing the embryo room to move.

- (d) Most were able to state the correct answer for (iii) and there was a very wide range of answers, many incorrect, for (i) and (ii). Some candidates failed to notice that the answers were to be the 'age in weeks' and gave the answers in months.
- Q.6 (a) Some candidates gave a detailed explanation with relevant examples, while others provided some suitable words to illustrate the two forms of speech. Part (i) was the better answered, part (ii) candidates referred incorrectly to language heard on television.
- (b) Many candidates stated the importance of talking to babies and young children, asking questions and allowing them to have the opportunity to speak. Reading to young children was a common feature and there were some good suggestions of ways to involve the children in this activity. Allowing young children to play together, getting children involved in daily tasks and remembering to praise their efforts were also mentioned. Some answers were too repetitive and failed to offer much relevant discussion. Weaker candidates only produced a list; such work only carries limited marks.
- Q.7 (a) The correct answer was given by the majority of candidates.
- (b) Many candidates identified a suitable treatment, such as giving water or seeking medical help, although few offered a reason to support their suggestion. Giving the child medicine was not an acceptable answer.
- (c) All candidates had some knowledge about ways to prevent food poisoning and the standard of response varied greatly. Some offered very restrictive explanations of a few sentences which displayed very limited understanding. The only personal hygiene rule mentioned in many reports was to 'wash hands'. No reference was made to avoiding coughing over food, not smoking or licking fingers during the preparation of food dishes. There was some knowledge about checking the 'use by date' of food products and ensuring they are thoroughly cooked. The hygienic conditions of the working environment were sometimes ignored which prevented access to the higher mark band. Some answers did show a pleasing knowledge of this topic with information about the washing of vegetables and fruit before use, the correct storage of raw meat, temperatures of the fridge and freezer and the need to keep pets away from the food preparation area. To gain the top band marks for this question candidates should have identified the three areas of personal, environment and food preparation and offered guidelines to prevent food poisoning in all these different situations.
- Q.8 (a) Good precautions were identified although there was a lack of discussion about why they should be implemented.
- (b) Candidates discussed a wide range of benefits on a young child's development from a visit to the seaside. Many answers focused on the four areas of development and showed good knowledge and understanding. Discussion highlighted the opportunities to extend both gross and fine manipulative skills by making sand castles, playing beach games and going into the sea. The opportunity to have conversations, explore a new environment and experience concepts of size and shape all helped intellectual development. Both emotional and social developments were linked to the child having a happy time and being given the chance to mix with other children and adults. Other answers were very limited and failed to grasp the wide range of skills a young child could develop, many candidates repeating their statements but gaining no extra marks. In this answer there should be some use of specialist vocabulary with relevant discussion work.

- Q.9 Many candidates failed to read this question carefully and just acknowledged the phrase 'safety of children', paying little or no attention to the other aspects of the statement. This resulted in a discussion about safety in the home, showing some good knowledge and understanding, but ignoring the other important environmental factors which also affect a child's well-being. Only a few marks could be awarded for a limited report.

There were some more comprehensive answers which discussed the problems linked to poor housing conditions such as dampness, lack of heating and overcrowding. A child being a passive smoker was also highlighted as was the health risks of a diet of convenience foods high in fat, sugar and salt along with poor personal hygiene. Candidates also considered the surrounding environment which could cause pollution and may affect a child's health.

It is important to emphasise that reading the question carefully is essential in order to produce an answer which addresses the relevant topics.

- Q.10 (a) This was the more popular option and offered the opportunity to discuss a topic about which most candidates had some sound knowledge. Many explained socialisation and its development in a young child. Reference was made to the important role of the parent or carer in providing a wide range of different situations through which the child could learn the skills of socialisation. Playing with the child, inviting other young children to play, visits to parks and attending mother and toddler groups were identified as ideal opportunities to allow a child to develop social skills. Other factors discussed included the parent's role of teaching acceptable behaviour such as manners, politeness, table manners and personal hygiene. It is very important that candidates offer some specific examples to support their discussion, e.g. encouraging young children to say 'thank you' when receiving a parcel from the postman.
- (b) This question was answered poorly due to possibly a lack of knowledge but also a failure to identify what the question required in the answer. The legislation in the form of various acts should have been identified yet this vital information was lacking from many answers. Candidates failed to discuss how legislation helped to support the child and the family. Many mentioned the difficulties that young children might face, e.g. physical and mental disabilities, and there was some general discussion about the range of possible support available to help both the child and family. Some mentioned the 'Surestart' initiative and social services. Just stating voluntary services was not an acceptable answer.

Candidates must be encouraged to read all essay type questions very carefully in order to gain a full understanding of the task. Many candidates failed to gain good marks, probably not so much due to a lack of knowledge but an inability to address the question asked. Candidates should identify the 'key words' in the question and then take the opportunity to think carefully and explore all avenues in order to produce a well structured answer. Future candidates must avoid 'list' answers, as essay style questions demand discussion analysis and evaluation of the facts and not merely factual recall.

## **Controlled Assessment: UNIT 2 - Child Study**

Overall the Child Studies provided the required information although too many contained irrelevant facts such as a safety check of the home, immunisation programme and suitable food products and clothing. It would be extremely beneficial to candidates, staff and moderators if the selected task were written on the title page of the study. This provides a quick reference in order to ensure that the correct aspect of the child's development is being studied. Many studies wandered away from the chosen area, observing and offering knowledge and discussion on other areas of the child's development which gained no marks.

There are five sections to the Child Study and candidates must offer some information for each section. The better organised Child Studies contained a title page for each section, enabling the work to be well structured, and this should be encouraged in all centres.

### **Plan of Action**

At the beginning of this section it would be a good idea if candidates stated the selected task thus identifying the area of study, the age of the child and including a letter requesting permission to study the child.

Most Child Studies contained some evidence of planning and provided a plan of how the supervised 15 hours were to be used; however, these were often very similar across candidates work. The time plan for the contact time with the child was often rather vague and failed to offer information about the how the different aspects of the selected area of development were to be observed. Candidates must be encouraged to include detailed information about the activity to be undertaken with the child, the resources required and the location. It would be helpful if candidates referred to the milestones for their child in the chosen area of study when planning their activities. To obtain background information it is a good idea to use a questionnaire, a blank copy of which should be in this section of the Child Study.

### **Introduction**

Frequently the aims lacked focus and here again work was rather similar within a centre. Candidates failed to provide sufficient information about the planned tasks, candidates must be instructed to produce detailed, well developed aims which are relevant to the chosen area of study, personal to their child and cover all sections of the Child Study. The fact file and background information about the study child were usually focused and relevant. The more able candidates access the higher marks by commentating on the value of an area they are discussing, for example, the child has a large flat back garden – this may well help their gross motor skills.

Information about the area of study was often absent from the studies. Candidates should be encouraged to write a detailed account about the selected area of study which will provide them with vital knowledge to undertake the various tasks with the study child. Once the background information has been recorded, candidates should list the relevant Norms of Development. In many studies candidates offered either none or far too many norms of development and frequently ignored the selected area of development and the age of the child. It is important to emphasise that without the correct Norms of Development the work will lack focus and understanding.

## **Gathering Information**

Most observations were recorded under relevant headings with some focused information. More able candidates offered detailed information, supported by sound justification, about how the planned activity was to be undertaken. Some accounts of the task were far too narrative, often failing to concentrate on the selected area of development and lacking any factual information. This type of reporting gained few marks and should be discouraged.

The results are a vital component of this section. Some candidates had recorded them in various ways such as tick charts, graphs, text, photographs and the child's own work. Please ensure they are labelled. During the observation sessions candidates should aim to study a range of norms relevant to the area of development, for example, the height and weight of the child. Physical development should be monitored as well as gross and fine motor skills. It is beneficial for candidates to carry out at least six observations which should be focused and brief because young children have short concentration spans.

## **Analysis/Interpretation**

The main feature of this section is the Norms of Development. Many studies did not offer this relevant information or any supporting discussion, therefore, gaining few marks. It is vital that candidates record detailed norm charts and the results from the observations. Where the work was well recorded some candidates suggested reasons for the findings including their own personal thoughts, thus demonstrating sound knowledge. To access the higher bracket marks candidates must be encouraged to include discussion about the results. Over marking of this section of the Child Study was a common feature. Please study the marking scheme carefully.

## **Evaluation**

Most candidates covered all the required areas of the review of the Child Study but comments were often brief and lacked discussion. Each topic should be reviewed in detail, considering both positive and negative aspects and importantly including personal comments. To have the opportunity to gain more marks candidates should be encouraged to discuss the knowledge gained from carrying out this task as well as offering some thoughts about possible ways of extending the study.

## **Presentation**

Most studies were well presented in soft files. Please avoid hard covered files which add unnecessary weight and bulk. In some centres candidates had only written about 4 lines on a page, creating very bulky studies. This practice should be avoided.

## **Administration**

The majority of centres sent the work to the moderator on time. Please ensure that both the candidate and the member of staff sign the CD3 coversheet. It is a requirement that a Time Log must be completed by each individual candidate and is not a generic version for the whole group. The CD1 form must be completed in rank order, i.e. in descending order of the candidates' total marks. Please check additions carefully. There were several simple mathematical errors. Please ensure that work is clearly marked with the candidates name and centre, much work was unidentifiable once the coversheets had been removed.

## **UNIT 3 - Child Focused Task**

Task 2 was the more popular choice of the candidates.

### **Analysis and Interpretation**

Task 1 required the candidates to undertake some investigational work related to the social skills of young children and produce a suitable activity to encourage a social skill. Most candidates discussed the 'key words' and offered some relevant background information though this could have been extended further in many instances. The aims were identified but in several folios they were rather vague and did not cover all areas of the planned work. Talking to the parents/guardians of the study child was a popular and beneficial way to obtain useful primary research evidence as also were visiting toy shops and researching web sites. It is vital that candidates carry out a range of research as it will provide them with some thoughts from which to develop their own idea of a suitable item.

Task 2 required the candidates to undertake some investigational work related to eating habits of young children and produce a range of dishes which would appeal to a 'fussy eater'. In general the 'key words' were discussed and there was some background information about the nutritional needs of young children and the nutritive value of foods. Once again interviews and questionnaires were common research methods and in addition some candidates visited food stores to look at the range of products aimed at young children. However, many candidates seemed to forget the issue of a 'fussy eater' and there was a lack of research and discussion about this important aspect of the task. The selection of food items should have been chosen with this in mind.

### **Selection and Development of Ideas**

Candidates generally offered a 'brainstorm' of possibilities from which they selected some ideas. It is recommended that from these initial ideas at least 8 options for food dishes and at least 4 for the social item should be included. At this point candidates should include some discussion about each idea relating to its possible value set against the chosen question. Criteria charts were then evident in many candidates work, by awarding 'marks' for each criteria, many candidates were able to identify their chosen food dishes or item. The more able candidates supported their selection with some justification and pleasing discussion. It is necessary for all final ideas to be discussed fully to show that there has been a clear choice made and that the question 'why?' has been answered. Weaker candidates lost valuable marks as work lacked clarity and it was unclear as to what they were going to make.

### **Planning**

In this section most candidates produced a flow chart with some hygiene and safety rules. It would be beneficial to encourage candidates to record detailed information in order to assist them with the practical task as many folders contained very brief and limited flow charts. In some instances food dishes never left the oven or the fridge. Food task flow charts do not need to be 'dove-tailed' but each dish should include clear steps for completion.

This section carries 15 marks and many centres failed to follow the new specification and candidates did not go beyond the inclusion of the above and consequently many candidates lost valuable marks in this section.

For the food task candidates should explain how to garnish/decorate and serve the dishes. There should also have been some ideas, discussion and possible experimental work related to each of the food dishes. Better candidates did offer some well labelled sketches about how to adapt the recipe in order to produce attractive food dishes for 'fussy eaters'.

In respect of the social task there was some evidence of candidates experimenting with different materials, adhesives and font size of text for their item. To access the higher mark bands the experimental aspect of the planning section needed to be developed further.

## **Making**

Please note that candidates should have carried out all the practical tasks independently and displayed good health and safety skills. For moderation purposes it is necessary to see photographic evidence of the items in the folder.

## **Evaluation**

Some candidates only evaluated the practical session and the outcome, thus gaining limited marks. The use of side headings did allow many candidates to offer some thoughts about all areas of the task. The evaluation process should consider what has been achieved with some critical assessment and also offer some suggestions for further development. As in the past, many seemed very reluctant to give their own personal opinions about the work they had undertaken. Evaluations did vary greatly across the centres, some were very analytical whilst as in previous years weaker candidates merely described what they had done.

## **Presentation**

Most candidates used the required 8 pages of A3 paper and there was pleasing use of ICT skills.

## **Administration**

Once again, please ensure that each candidate produces an individual Time Log and a completed CD3 coversheet. The CD2 form must be completed in rank order, i.e. in descending order of the candidates' total marks. Please check additions as there were some mathematical errors. Please ensure sheets are securely fastened together and that candidates' work can be identified after the removal of the coversheets.

## **Overall Conclusion**

There was some excellent work across all three units of the new specification. Many schools had fully embraced the guidelines and work covered at CPD. Candidates had clearly enjoyed the work.

Unit 1 the Examination Paper which for the first time was not tiered, was accessible to all candidates with only a few candidates failing to attempt the latter questions. The issues with the paper remain as in previous years, candidates failing to read the question, answering essay questions in list format, failing to understand words such as 'discuss' and 'explain'. Candidates must ensure that their handwriting is legibly throughout the examination paper, this year saw several examiners struggling to mark papers due to poor and illegible handwriting.

Some schools did struggle with Unit 2 – the Child Study, with candidates continuing to study all areas of development. It must be stressed that there are three set questions and candidates must choose one question and study only the area or areas requested. It should be made clear at the outset which question has been chosen. Further the task is now 15 hours in controlled conditions with up to 6 additional observation hours and carries fewer marks -60.

In Unit 3 it is vital schools appreciate the redistribution of marks and not follow the legacy specification.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)