



GCSE EXAMINERS' REPORTS

HOME ECONOMICS

SUMMER 2013

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HOME ECONOMICS (FOOD & NUTRITION)
General Certificate of Secondary Education
Summer 2013

Chief Examiner: Bethan Jones

Unit	Entry	Max Mark	Mean Mark
1	3,423	80	41.4
2	3,495	120	83

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

UNIT 1 – Principles of Food and Nutrition

Q.1 Most candidates gained 3 or 4 marks.

Q.2 Good responses were evident. Mean 2.2/3

Q.3 (a) Most candidates gained 1 or 2 marks. Chilling featured incorrectly as a method of home preservation. Freezing was the most popular response.

(b) There were a surprisingly high number of inaccurate responses.

Mean 3.5/6

Q.4 (a) Many candidates gained 2 marks. A reason needs to be qualified; thus candidates who only offered one word answers, limited their access to the higher mark.

(b) Mostly correct responses but many candidates lost marks through not reading the question properly. Many candidates continued the focus from part (a) referring to usefulness in preparing meals, quicker cooking, can be left to do the work whilst doing something else. Many candidates failed to focus on key words in the question, namely working families and preparing family meals, whilst those candidates that did responded very well, demonstrated good application of knowledge and sound reasoning.

Responses such as 'Leaving it and going off to work', suggesting that 'the processor cooks as well as being useful in preparation' all indicated lack of knowledge or experience in the use of a food processor.

Mean 3.1/5

- Q.5 (a) Most candidates gained the mark although some referred incorrectly to reducing salt in order to reduce cholesterol levels.
- (b) Well answered with most candidates gaining 2 or 3 marks. The most popular responses were replacing salt with other flavourings such as herbs or spices and reducing consumption of ready meals. Cooking from scratch so you know how much salt goes in to a dish and checking the labelling were other popular answers.
- (c) The responses were generally weak, which was surprising. Many candidates could not refer to 'hidden salt' as being salt that the consumer is often unaware of or is hidden in ingredients such as soy sauce, raising agents or preservatives. 'Salt you cannot see' was a popular response. This answer was not awarded a mark. Many candidates referred to ready meals being high in salt, something which you would not always expect unless you read labels, this was an accurate and valid point.

Mean 3.2/6

- Q.6 (a) Generally the question was well answered with many excellent responses reflecting application of knowledge and understanding. Unfortunately, a few candidates focussed on the ratio of ingredients for the pastry which indicated a lack of transferable knowledge from practical work.
- (b) Far too many candidates had identified with the dairy content in the savoury flan and gave this as a reason for the unsuitability of the dish for a coeliac instead of focussing on the gluten content in the flour.
- (c) This was answered fairly well, particularly by candidates who had probably completed task 1 controlled assessment on eggs. Most candidates gained some marks. It was very encouraging to see many candidates confidently using terms such as enriching and coagulation. Binding and thickening appeared as popular functions, both incorrect.
- (d) Candidates who scored well displayed a good understanding and application of theory to practical work.

Mean 4.8/10

- Q.7 (a) Chicken and eggs were popular responses. Cooked rice also featured often.
- (b) There was an element of confusion in some answers with candidates failing to make the link between food hygiene practices and colour coded equipment. A few candidates saw colour coding as identifying equipment so that you know who it belongs to or to know what you borrowed from another teacher. Other candidates, however, gave correct examples of matching colour codes with specific foods and made good reference to avoiding cross contamination and consequent food poisoning through adopting correct procedures.
- (c) Most candidates gained 2 or 3 marks for making good references to the role of an EHO in checking, visiting, enforcing hygiene regulations as well as their statutory right to impose closure of food premises in the event of contravening regulations. There were the inevitable references to the recent horse meat scandal and good references to the relatively new rating score in the catering and hospitality industry, all reflecting awareness of current issues relevant to food.

Mean 5/9

- Q.8 (a) Most candidates gained 2 or 3 marks.
- (b) There was an obvious lack of understanding in many responses, with many candidates failing to identify key words in the question. These responses focussed generally on the advantages and disadvantages of convenience foods. Candidates who scored high marks identified with student life and made discursive comments on the usefulness of different types of convenience foods to the target group. Some candidates wrote about the school meals service and the choices available, an example of misreading the question. A significant number of candidates tended to repeat themselves, and consequently could not access high marks.

Mean 5/11

- Q.9 (a) Many candidates gained full marks. 'Not liking meat', however, is not acceptable as an answer unless there is accurate reference to taste or texture.
- (b) There was some general confusion between lacto-ovo vegetarian and vegan diets with anomalies evident. Many candidates were obviously baffled by the word 'lacto' and there was frequent reference to lactose intolerance. Many candidates were unaware that 'vegetarians' are strictly speaking classified as lacto-ovo vegetarians. Some correct information was interspersed with incorrect information but, in general, there was a lack of clarity.
- (c) Candidates who scored well on part (b) generally scored well on this part of the question and vice versa. Many candidates discussed the merits of Quorn at length at the expense of exploring other meat substitutes. Interpretation of the question tended to be weak, (this question had the lowest facility factor for the paper 40.8). Lactose intolerance was a very common focus in many responses.

Mean 5.7/14

- Q.10 (a) Some excellent responses were evident with discursive comments demonstrating mature understanding. Most candidates were able to identify the main health concerns but often omitted the link between obesity and diet, and the in-depth explanation required to gain a high mark. There were good references to healthy eating, a topic which underpins the subject and which receives much media attention. As commented in previous reports, weaker candidates lacked the quality of written communication and focus but, on average, scored higher marks for an essay type question than in previous years.
- (b) Again some excellent responses were marked with candidates giving well balanced answers. Good references to reasons for packaging were made with many examples of reduction in packaging, logos on packaging and initiatives encouraging both consumer and retailer to reduce, reuse and recycle. Candidates who failed to access high marks referred at length to different types of packaging.

Mean 5.9/12

General comments

- Far more candidates are attempting to answer all questions which is encouraging (lowest attempt was 99.1%).
- Many able candidates were not gaining marks on the shorter questions but were awarded very high marks for the essay type responses. It is essential candidates practice all question types as part of revision.
- Weaker candidates were gaining average marks for all questions and accessing half marks or more on the last question, which is as expected.
- Reading questions is still a weakness for many candidates. Mis-understanding and choosing the wrong focus is often the reason why candidates are not able to access higher marks. Candidates need examination technique practice sessions and guidance on interpretation of command words used in questions.
- Lack of specific terminology and subject specific vocabulary needs to be addressed. Examples of poor communication include candidates making references to 'chucking in food', 'adding things' and 'putting in stuff'.
- Many responses, e.g. protein content of vegetarian diet, types of packaging were reminiscent of some questions on 2012 paper, probably given to candidates as a mock paper. The content was accurate but the focus less accurate.

UNIT 2 – Controlled Assessment

Administration

The booklet on instructions for conduct and administration of the examination is only available online. It contains all the information required for completing the required paper work and the sample size to send to moderators.

There was an improvement in administration this year, with the majority of centres sending correct samples and complying with instructions.

Some mark adjustments had to be made. Teachers in some centres are, again, advised to revisit the specification and assessment criteria to ensure that candidates are being given accurate guidance and the marks awarded are appropriate. Total mark awarded needs to be checked against the performance criteria for each grade to determine whether candidates accurately match the grade description.

Samples sent for moderation do not require elaborate and cumbersome folders which makes postage costly. Plastic sacks supplied by WJEC are sufficiently robust for safe and secure delivery. Work should be clearly identified and candidates' cover sheets included with individual work, but not attached, as they are removed during the moderation process. Some centres submitted some very disorganised and confusing folios, some of which did not even relate to the headings within the specification. Work included terms which belong more to Design Technology than Home Economics.

The fruit and vegetable and egg tasks were the most popular choices. Although only a few candidates explored the salt task, the standard of work submitted for this task was very high.

Task 1

Investigation and planning

There were excellent examples of setting aims at the beginning, allowing candidates to focus and organise work appropriately. Information should be specific and relevant to the task displaying individuality in interpretation. Candidates need to demonstrate their ability to research and select appropriate material independently to justify being awarded the higher mark band.

Planning should show the ability to organise and dovetail tasks with hygiene and safety evident in the appropriate place on the plan. To access the higher mark band, candidates need to demonstrate their ability to sequence effectively within the time allocation. Photographic evidence of the four dishes produced is an essential requirement, to confirm marks awarded.

Practical outcome

Photographic evidence indicates an overall high quality of practical work although, again, as mentioned in last year's report, many centres 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 serious concerns regarding over generous awarding of marks where it is evident from the photographs that the candidates do not meet the assessment criteria band awarded. Teachers need to use the range of marks available for the practical and base their assessment on the **degree of skill; the consistency and quality of food preparation and production**. 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.

Evaluation

Evaluations should focus on nutrition, sensory analysis and possibly cost. It is only necessary to evaluate dishes for one practical session, i.e. minimum of two dishes. Candidates generally display good use of nutritional software programmes but need to show evidence of understanding and of the analysis. Sensory analysis is generally satisfactory but more in-depth discussion would gain candidates more marks in this section.

Task 2

The cereals task and healthy eating for teenagers task were equally popular. Samples moderated were generally of a high standard, displaying excellent ICT skills. Few centres submitted disorganised folios where candidates had not been guided to arrange work under the specific headings for each section as stated in the specification.

Interpretation and investigation

There was ample evidence of centres encouraging candidates to research using a variety of sources and to use the information effectively. Candidates showed ability to explore the topic using an individual approach and identifying areas for possible further development. Aims were focussed and relevant to task and/or target group. As a result these candidates were able to access the higher marks band for this section.

Some very interesting work was moderated using research into local initiatives on healthy eating, which were explored in-depth with succinct conclusions drawn displaying sound understanding by candidates.

Some centres need to give more guidance to candidates on identifying the key words from the brief and setting clear aims, selecting suitable and relevant information to allow informed choices to be made in the development of ideas section.

Development of ideas

This continues to be the weakest element of the work. However, some centres submitted lovely examples of clear, relevant development work based on individual research using recipe modification, trialling of different recipes against set aims and experimental work, for example, comparing different flours in basic recipes and comparing sugar content of snack foods.

Many candidates could not access the higher marks for this section through missed opportunities to develop relevant work allowing them to make informed choices for selection and rejection of ideas. Detailed justification of choice and evidence of reasoning for decisions taken is essential to access higher mark bands. The focus of any experimental work should be based on the brief, not on any other components of a recipe, for example, the cereal content of the pastry, nor the filling in a pie.

Candidates are being disadvantaged where this section is interpreted as an opportunity to write out recipes and practice chosen dishes for final production.

A thorough plan of work contributes to the overall mark for this section. Details of sequencing tasks, time, temperature, methods should be evident. Hygiene and safety should be built into the plan where applicable to show understanding.

Practical outcome

Many centres are to be commended for encouraging candidates to develop and demonstrate a wide range of practical skills which underpin the subject and show understanding of the principles underlying the theory. Photographic evidence supported the high standard of practical work with due attention given to finish and display of work.

There is still, however, a real concern over generous marking of practical work. Teachers need to revisit the assessment criteria and look critically at the five assessment objectives for practical outcome. Very often the quantity and quality of practical work did not support the high marks awarded. In several instances high marks were awarded to candidates whose planning did not show any form of sequencing. In awarding a mark in the top band, a candidate must meet all the assessment criteria from the initial planning and organisation through to the end product. Marks awarded must be justified, covering the whole range, according to ability of candidates.

Candidates should be given the required time allocation to carry out the practical assessment to enable them to meet all the criteria required for accessing the higher mark bands. Assessment of practical outcome during normal lesson times of one hour or less does not give candidates this opportunity. It restricts the more able candidates from displaying ability to multi task and stifles the development of high level skills.

Credit must be given to the many centres who teach sound and competent levels of food preparation and practical skills, as supported by photographic evidence accompanying the work. Thank you to the teachers whose practical marks are consistently fair and accurate.

Evaluation

There is evidence of some excellent practice in centres with candidates evaluating work competently and in detail, as a formative process. Generally, there was a marked improvement in the quality of evaluations this year with most candidates accessing at least half marks or above.

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 particularly good examples of individual, whole task evaluations where critical thinking featured throughout. With some guidance from teachers, the weaker ability candidates can be channelled into constructing a minimum number of sentences to cover the assessment criteria thus give them access to higher marks.

Nutritional analysis and sensory analyses need to have supportive comments to show understanding. Mechanical exercises, such as printing out copious sheets of nutritional analysis for several dishes, are meaningless without evidence of understanding. This does not constitute good evaluation techniques.

General comments

- Many teachers are giving excellent guidance to their candidates. Pupil booklets, checklists and information sheets and exemplar page layouts are examples of good practice to support learning and improve standards.
- Photographic evidence of all practical work must be provided. The photographs must be clearly identifiable, included in the work or on the cover.
- Centres need to adhere to the maximum 8 sides of A4 for task 1 and maximum 8 sides of A3 (or equivalent) for task 2. A few centres were guilty of submitting work which was well over the limit. This is not acceptable, particularly in view of the time restriction on controlled assessment.
- Choice of dishes for practical assessment should demonstrate as wide a variety of skills as possible. Use of ready-made flan cases, packs of prepared stir fry vegetables, packets of sauce mix and baked beans on toast are not acceptable at GCSE level, when high marks are to be awarded.
- Use of specialist terminology should be encouraged in the learning environment. Many centres prepared the candidates very well. Accurate and consistent use of appropriate vocabulary and terms was evident in a large proportion of the work moderated. There were, sadly, far too many examples of lack of subject specialist vocabulary. Examples include 'wash up stuff', 'add other things to the mixture' and the term 'mix' applied generically to every technique. Candidates should be familiar with subject specific words and terms as this demonstrates understanding and is part of the assessment criteria of the specification.
- The subject is sometimes referred to as Food Technology which implies delivery of a different focus, content and assessment criteria.
- Candidates need to be encouraged to assemble their work in order and correctly sequenced. Please ensure that folio work is well presented, checked for spelling errors and secured.

Please note there are no changes for task 1 or task 2 for candidates completing the controlled assessment tasks September 2013 – July 2014.

Conclusion

I wish to thank teachers for preparing candidates for the demands and challenges of the subject and congratulate candidates on their achievements. The increasing numbers in uptake is testimony to the growing popularity of the subject. It is a worthwhile course and is good preparation and a foundation for many Key Stage 5 and higher education courses.

We can look forward this autumn to new developments for CPD giving fresh opportunities for interactive learning for teachers and candidates alike.

HOME ECONOMICS (TEXTILES)
General Certificate of Secondary Education
Summer 2013

Chief Examiner: Margaret Hopkins

Unit	Entry	Max Mark	Mean Mark
1	447	80	43.4
2	447	120	80.7

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

General comments

It was most encouraging to see this year, eight new centres opting for the subject and a number of returning centres who had not had entries for a number of years. Since CPD last year, considerable interest has been shown in the specification and it is hoped that even more centres will be joining us soon.

A series of standardisation sessions have been arranged for the autumn term to assist in the marking of the controlled assessments. Teachers should refer to the WJEC website for further details and booking procedures. Thank you.

UNIT 1 – Principles of Textiles and Fashion

Q.1 (a) Unproblematic – the majority of candidates were very familiar with basic textile items but not all candidates knew the correct names for the needles.

(b) This was very well answered on the whole.

Mean 6.8/8

Q.2 Most candidates were able to underline the odd one out but reasons were often weak and vague. All centres are advised to teach names of stitches.

Mean 2.3/4

Q.3 (a) Most candidates were able to label the two sets of threads.

(b) Most candidates were able to name the plain (simple) weave but several candidates confused the twill and satin weave.

(c) A limited range of responses were evident. Knitting was a popular response, but candidates often failed to name methods of constructing fabrics.

(d) Generally not well answered, knowledge of fabric construction should underpin all fabric choices made when producing practical outcomes.

Mean 5.1/10

- Q.4 (a) Some candidates did not read the question correctly and failed to give a different fastening for each of the textile items.
- (b) A pleasing response to this question with most candidates being aware of the uses of Velcro in relation to children's wear.
- (c) Most candidates made a brave attempt at this question but very few scored all four marks. The majority were able to mention some of the most relevant factors but often confused an open ended zip with an ordinary zip.

Mean 5.2/9

- 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 would benefit from mentioning the suitability of fabrics when annotating their designs. This question was misinterpreted by a small number of candidates, many gave instructions for designing clothes for the children to wear to the playgroup.
- (b) A pleasing response to this question with most candidates being fully aware of how their ideas could aid children's development.
- (c) It was a shame that some candidates did not even attempt the question. Safe for children 'was the standard response.
- (d) Most candidates were able to discuss the importance of safety features within children's toys.

Mean 8.2/14

- Q.6 (a) This question was well received by candidates. On the whole, the quality of the design work was much improved from last year. The majority of candidates produced original and popular fashion design ideas making full use of colour and detail. Again 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 and a few candidates failed to mention the main decorative design feature.
- (b) Generally not well answered. Step by step diagrams were generally vague, too small and often untidy. Instructions for the completion of the decorative technique were also fairly weak. Once again candidates failed to apply their basic knowledge of creative sewing techniques. Some candidates gave instructions for the making of the hat.
- (c) This question was very well answered with candidates very much aware of the reasons why different types of hats/headwear are worn. Most candidates were able to discuss at length the various issues pertaining to the wearing of hats/headwear but a few candidates tended to concentration one or two points and continued to repeat the same point over and over. Many answers made very interesting reading - thank you.

Mean 8.6/15

- Q.7 (a) Some candidates did not understand the question and failed to give a suitable blend of fibres for each of the examples.
- (b) This question was generally not well answered. Candidates did not fully understand the reasons why fibre blends and mixtures are used for clothing and soft furnishings. Polycotton in relation to clothing was the only example used in some cases and little reference was made to soft furnishings.

Mean 3.9/10

This question had the lowest facility factor for this paper 39.1 and the lowest attempt at 96.4.

- Q.8 (a) The least popular choice of essay, with only a few candidates attempting to discuss the importance of the role of soft furnishings in the home. Some candidates did not understand the meaning of comfort and well-being in relation to the addition of soft furnishings in the home. Many candidates were able to mention soft and fluffy, cosy and warm but that was the full extent of their knowledge. This was a disappointing response with candidates losing valuable marks for poor interpretation of the question and lack of knowledge.
- (b) This was by far the most popular choice of essay question and was answered very well by the majority of candidates. Some candidates discussed at length the points and issues involved in the world of advertising and marketing and displayed considerable knowledge of the topic. Very few candidates discussed the legal issues relating to advertising. 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, the effects of advertising, role models, the media etc. The responses made very interesting reading and it was a pleasure to see evidence of planning, structure and understanding in their responses.

Mean 4.4/10

Conclusion

It is obvious that candidates still need further practise in examination technique. They need to gain experience of reading questions accurately and of relating 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. Lack of skill with the transferring of knowledge from practical work to theory is still very evident; this weakness was highlighted in question 6 (b) this year, when candidates were asked to produce a simple flow diagram to show how to complete a particular practical decorative process.

UNIT 2 – Controlled Assessment

Administration

It was disappointing to note, that again this year, not all of the work arrived on time. It is vital that all work arrives on time in order to ensure the smooth running of the moderation process – all work must be sent to WJEC by the specified date, as all moderation is carried out in a designated week at WJEC.

Please see the Administration Booklet published on the WJEC open website for clarification of these dates. Thank you.

Most of the work sent was carefully packaged, but one of the containers used by one centre was damaged during transit – fortunately none of the enclosed items were damaged. It would be appreciated if candidates could be advised to choose items that are suitable for packing and posting, e.g. cushion/quilt covers and bean bags may be sent without the fillings to save on postage costs. It would be acceptable to include photographs of the stuffed items in the design folios, so that the moderator is able to view the finished effect. 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 it aids the moderation process if both the TX1 and the TX2 are completed in rank order, as this order may be different from the one via the electronic system which is the total of both tasks.

Please ensure that all marks are totalled correctly, some errors were evident this year. Thank you.

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.

It is helpful at moderation when the practical work for task 1 and task 2 are packed separately, this was usually done. Thank you.

Some centres this year included both the folios for task 1 and task 2 in the same flip folder, i.e. one in the front of the folder and one in the back of the folder, this obviously helps to keep all folio pages together and proved most helpful at moderation. It may also help to reduce postage costs.

Sample size changes were made by some 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 at moderation.

Most centres did provide clear annotation of the controlled tasks but the few that did not are urged to consider doing this for future cohorts.

It is important at moderation, that the moderator can see how and why marks have been awarded and which four skills have been assessed in practical items. On the whole, teacher comments and annotation were both helpful and realistic, thank you.

Teachers are requested to check the current 'live' tasks when starting each task.

Please note there are no changes for task 1 or task 2 for candidates completing the controlled assessment tasks September 2013 – July 2014.

Please check on the WJEC website for up to date information, thank you.

Task 1

The briefs were broad and inclusive enough to embrace a diversity of folios and items; there was something for everyone, all abilities, all interests and all cultures. There was a strong message that candidates were inspired by the briefs and enjoyed completing the folios and making the products.

Folio

Candidates showed a clear understanding of the requirements of their chosen task. It would be advantageous to include a clear set of aims to demonstrate their organisational skills in order to access the higher mark grade boundaries and to give a good start as a point of reference when evaluating their work.

Folios often contained research and information of a very high standard and were very well presented. Most candidates carried out relevant and meaningful investigation into techniques, and as a result were able to give sound justifications for final choice.

It was encouraging to see that many centres had adopted a sensible approach to the utilisation of the ten hours for this task. Outcomes this year were far more realistic and achievable for candidates within this required time frame. Sadly some centres failed to follow the recommended time allocation and some candidates failed to complete their written evaluations.

Folios displayed a far better approach to editing this year, with the majority of folios including only relevant information within the 4 page limit of task 1. 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. Candidates should also be guided not to use additional illustrations with no annotation; candidates need to refine their research. It is recommended that candidates do not exceed the four A3 sheets.

Some candidates annotated their work by showing written information underneath the fabric or technique samples. This obviously proved most effective and economical on space.

Folios varied considerably according to the interests and abilities of the candidates. Folios often followed a coherent and logical layout enabling candidates to draw sensible conclusions and outcomes.

In the majority of cases the folio pages were formatted well allowing candidates to achieve pleasing investigative ideas. On the whole, the folios were well structured allowing the candidates to gain marks in all sections of the marking criteria.

Candidates should be encouraged to show a variety of small 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 and techniques. Inevitably, a few 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 development before the final design is chosen.

Please note that within the exploration/development section of the folio, it is not essential to design more than one type of item, e.g. fashion items or items for the home. If a candidate is intending to make a cushion, then their design ideas need only concentrate on the development of cushion shapes, styles, ideas etc.

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.

Please note that the task 1 folio does not require a plan of action sheet, due to this section of the controlled assessment being concerned only with the application of skills, i.e. a skills based task.

Many candidates are still using ICT opportunities to enhance presentation. Whilst it is pleasing to see the innovative use of ICT, it is not essential in a timed controlled situation. As long as the folio work is clear, legible and in a logical order, hand written does not hinder in any way the candidates accessing the full range of marks available. Candidates should avoid shading over or highlighting text.

Realisation

A range of outcomes were achieved resulting from clear folio research and a structured route through to the realisation. Once again, realistic items were achieved by the majority of candidates. 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.

Many items were well made and had a strong design element. It was inspiring to moderate these items. Unfortunately, some candidates embarked on items that were too large and contained massive amounts of technique repetition. Centres need to guide candidates early on, to choose smaller more manageable items, with carefully selected techniques and fabrics they can cope with. Valuable time can then be spent refining these techniques to a high standard.

Practical items varied with ability but, on the whole, the practical work was of a pleasing standard. Please do not include straight pins within candidates work, thank you.

The 'recycling brief' had again been very well received and candidates researched and displayed a broad range of innovative ideas in this area —'hats' proved a popular choice. 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 a little more closely if the initial starting item was difficult to work with. When working with existing items such as shopping bags, fabrics tend to be difficult to embellish and sew. This can, at times inhibit the candidates ability to demonstrate the skills at a high standard. If candidates chose to make simple items, they could then utilise these better to demonstrate their range of skills and incorporate more construction as well as decorative techniques.

It was particularly pleasing to see a wide range of creative processes demonstrated including painting, batik, dying etc. Creative/free machine embroidery was a popular choice of technique this year, often carried out very well.

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 this year, often with very successful results. Please note that basic computerised designs/patterns are not considered to be in the top bracket for assessment in the chosen skill/technique section of the production.

The assessment of candidates practical skills, in some cases, 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 very good quality or intricate embroidery of a high standard, if the skill is to access the higher band of 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 the future to use the mark breakdown sheet 'controlled assessment, further guidance task 1 and 2' which can be accessed on the WJEC website under show all documents, teachers' resources. This can be used as a form of annotation and attached to the coursework, hopefully saving valuable time.

Task 2

Again, it was pleasing to see the development in some candidates work from their task 1 to that produced for task 2. Most work followed the criteria required, showing good teaching and a logical approach.

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. Again, there was something for everyone - all abilities, all interests and all cultures.

Folio

Both briefs proved to be topical and equally popular with some candidates producing innovative work that was a pleasure to moderate. Both themes were well researched allowing for a range of appropriate and manageable outcomes to be produced that met the marking criteria. The folios were often stimulated by the brief and many candidates carried out relevant design work, market research and fabric testing. Please note that research into both briefs is not necessary.

The folios accompanying task 2, like those of the coursework task 1, were generally well presented, informative and detailed. Centres should be reminded of the Page Guideline sheet, 'Possible Pathway through the controlled assessment' which can be found on the WJEC website. Those who follow this sheet will cover all of the required criteria and invariably have the opportunity to access the full range of marks available for the folio work.

To aid candidates research, the chosen task should be highlighted and presented on the first page of the folio as a vital starting point. More able 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, related to the task and kept to within the recommended ten sheets. It is important to remember that the research section should flow into the selecting and rejecting of design ideas. 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 1. 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 on-going process. More able candidates benefited by including relevant and informed testing of fabrics (referring to the fibre content) to confirm suitability.

Candidates should be encouraged to show an awareness of named fabrics and their possible suitability for the task; this aids the selection and rejection process. Fabric 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 judgements.

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. It was very clear that many candidates used their techniques and testing to inform their manufacturing decisions.

Candidates evaluations continue to improve, many evaluations were thorough and very well executed. 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 thus accessed the higher mark bands. A few candidates still have a tendency to produce a summative and rather descriptive evaluation of the work undertaken.

Realisation

The practical solutions to both briefs were, on the whole, modern interpretations and reflected a wide range of abilities, interests and skills. The majority of candidates adopted a creative approach to the brief and explored some exciting colour combinations. 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. Where five or six skills are available for marking, teachers should assess all the skills and choose the four best skills for assessment. Candidates should be discouraged from choosing and constructing complex and time consuming items demonstrating repetitive techniques. The time spent repeating techniques could be better used to perhaps develop the design element.

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. There were many examples of candidates exploring challenging fabrics and components and attempting to complete contemporary items which would appeal to their age group.

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.

The appropriateness of practical items did not always allow the candidates to complete the necessary skills to a high level, e.g. smaller more compact items may be more suitable and cheaper to produce.

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, depending on how well executed , their positioning within an item and on what fabric, can influence their suitability for a higher skill level. For example, full marks should not be given for a very simple and poorly executed applique, likewise, four squares joined to form a simple piece of patchwork. A high level of skill must be evident to gain full marks for each skill assessed.

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.

Please note that marks awarded for 'overall construction' should not be included under the four skills/techniques section.

Thank you for providing photographs of the work, this helped a great deal.

HOME ECONOMICS (CHILD DEVELOPMENT)

General Certificate of Secondary Education

Summer 2013

Unit	Entry	Max Mark	Mean Mark
1	3,424	80	35.9
2	3,537	60	35.5
3	3,460	60	38.3

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

Chief Examiner: Beverley Parry

UNIT 1 – Principles of Child Development

Q.1 Surprisingly this question was incorrectly answered by some candidates who mixed up the uterus lining breaking down and uterus lining thickening parts of the menstrual cycle.

Mean 1.7/4

Q.2 Candidates tended to confuse the role of the Gynaecologist with the Obstetrician.

Mean 2.3/4

Q.3 (a) This question was well answered with the majority of candidates achieving maximum marks. The most popular answers were easy to use, no washing and easy to dispose. Occasionally 'cheaper' was given as an answer but this was not accepted unless the candidate had qualified why, e.g. if on special offer or less expensive than buying towelling nappies, rubber pants, liners and the cost of washing.

(b) Reasonably well answered with the majority of candidates providing at least two correct answers, the most popular being changing the nappy frequently, using a barrier cream and cleaning the genital area thoroughly. Very few candidates suggested leaving the nappy off for a short period of time each day.

(c) The majority of candidates had some knowledge about the factors to be considered when choosing clothes for a new born baby. Frequent answers were easy to put on or remove, easy to wash, comfortable and non-irritant, correct size. Very few mentioned the cost and not buying too many as babies grow quickly and some candidates provided answers that would be more applicable to an older child, e.g. long lasting and hard wearing.

Mean 5.1/7

- Q.4 (a) The most common answers given by the candidates were inherited, damage during pregnancy or birth, some candidates referred to the mother taking drugs, smoking or drinking alcohol but some candidates provided vague answers about the mother not keeping healthy and not doing the 'right stuff'.
- (b) Generally the correct answer was given.
- (c) On the whole, many candidates were able to provide at least one correct answer for this question. Answers tended to refer to the lack of social interaction and learning difficulties with brief reference to repeating activities and upset when unfamiliar things occur. Occasionally candidates provided two answers that were too similar in context to be awarded 2 marks.
- (d) Many candidates gave correct responses with most popular being mucus congestion, breathing difficulties and frequent cough. Very few candidates responded with food not digested properly or the child fails to gain weight.

Mean 3.4/ 7

- Q.5 (a) On the whole, candidates were able to give suitable reasons why fresh air, exercise and sunlight are beneficial to a young child. Responses included good for the lungs, help with physical development and the sunlight helps the skin produce Vitamin D. Very few identified that fresh air would improve the appetite and promote a good night's sleep. Reducing the risk of obesity was a popular response for the benefit of exercise.
- (b) Generally the correct answer was given.
- (c) The majority of candidates were able to provide at least two precautions to reduce the risk of SIDS. When correctly answered candidates understood the importance of putting the baby to sleep on their back with their feet at the bottom of the cot. Some candidates tried to explain about the covers being tucked in well below the baby's shoulders but referred to the covers being tucked in tightly with no reference as to where. Occasionally the room temperature was correctly identified but many candidates had stated extremely high temperatures!

Mean 3.5/8

- Q.6 (a) Generally the correct ages were given but candidates need to ensure they write years or months after the figure to clearly identify the correct age.
- (b) (i)+(ii) The correct answer was stated by the majority of candidates.
- (c) This question was not well answered as candidates either did not provide sufficient information or lacked the knowledge required to give detailed responses. Where candidates lacked the knowledge responses included the importance of being able to read and write, little discussion was given on how drawing and writing could benefit the child's physical development with reference to the fine motor skills and hand to eye coordination. Occasionally responses included emotional development by referring to activities as being enjoyable and the child could express emotions through drawing. The social side of these activities was frequently ignored as candidates failed to indicate that children could share, take turns, develop good self-esteem and respect for others.

Mean 4.6/9

- Q.7 (a) The correct answer was stated by the majority of candidates.
- (b) Generally quite well answered with the most popular answers being preventing germs passing to the baby or causing food poisoning.
- (c) The correct answer was stated by the majority of candidates. Some candidates referred to just using boiling water, which was too vague.
- (d) The correct answers were stated by the majority of candidates. The most common answers were a blender, mashing or using a fork.
- (e) Many candidates misunderstood the question and discussed the stages of weaning and did not provide information on what a mother needs to consider when she starts to wean her baby. When the responses were correct candidates referred to not adding sugar or salt to the food, offering only small amounts of bland food and only introducing one new food at a time. Little reference was made to not using wheat based foods or increasing the food gradually and reducing the milk. Some candidates discussed 'weaning' as a means of stopping breast feeding and changing to bottle feeding or the gradual removal of a dummy. Many candidates failed to access the higher marks as there was little explanation and development of the identified points.

Mean 4.8/11

- Q.8 (a) Again generally the correct ages were given but candidates need to ensure they write years or months after the figure to clearly identify the correct age.
- (b) This question was not well answered as again, many candidates had failed to discuss. Most candidates had some basic knowledge about some of the factors that may affect the social and emotional development of a child and had provided limited responses that concentrated on one or at the most two factors. More able candidates discussed several factors that included the lack of play opportunities, bullying in school, conflict in the home and separated parents clearly identifying how these would affect the child's development.

Mean 3.8/9

- Q.9 (a) The correct answers were stated by the majority of candidates.
- (b) Many candidates answered this question very generally and discussed the inclusion of children in the nursery environment. Other candidates only focused on a discussion of how children from different backgrounds and cultures could be made to feel welcome and accepted in the nursery. (Both were accepted.)

Different types of activities were identified and discussed by the more able candidates showing some knowledge and understanding. Popular answers included providing multicultural food for lunch or in tasting tasks, dressing up clothes from around the world, reading stories about different cultures and encouraging 'show and tell' where children talk about themselves and their culture. Some candidates considered the needs of children with disabilities by discussing the need for access to facilities and staff preparing suitable tasks and encouraging all children to take part.

Where candidates answered more generally, they considered points that included preparing whole class activities, team events, same rewards and punishments for all, treating everyone equally and displaying work from all abilities.

Mean 3.9/10

- Q.10 (a) This was the more popular question. Some candidates gave a detailed account of the methods of delivery and different settings a woman could give birth in with some consideration of the different methods of pain relief available. Hospital and home births were discussed in detail whilst gas and air, pethidine and epidural were the most frequent pain relief methods considered. Occasionally there was reference to alternative methods such as TENS but little on other methods. Many candidates were unable to achieve marks in the higher range for this response as there was not a balanced answer covering a range of points relating to the choices that an expectant mother could be given. Candidates should be encouraged to include more information on other relevant factors from the birth plan, e.g. birthing partner, views on forceps or ventouse, who will cut the cord.
- (b) When answered well candidates provided a balanced answer that covered foods that should be avoided and what should be eaten to promote a healthy pregnancy. In many cases quite detailed discussions were presented on the hazards of eating raw eggs, undercooked meat, soft cheeses and occasionally included comments on eating too much liver or unwashed fruit and vegetables. Better candidates discussed the importance of eating foods rich in folic acid, calcium for the development of strong bones and teeth and carbohydrates for extra energy. Very few mentioned the need for extra fibre as pregnancy can lead to constipation or extra protein to help with the baby's growth.

Often candidates referred to healthy eating and balanced diets with associated points but failed to relate the points identified to the needs of the pregnant woman thus limiting the marks available as the comments could be relevant for any person.

Mean 4.1/10

Conclusion

As also stated in last year's report candidates need to read all discursive writing type questions very carefully to ensure they understand the requirements of the question. Where candidates misunderstood the questions, they were unable to access the full range of marks.

Candidates should take time to plan their answer by identifying the 'key words' in the questions then carefully making note of the possible answers that would elicit a well-balanced response to the question. To achieve marks in the higher mark band candidates must show an excellent understanding and application of knowledge.

The examination was marked electronically this year for the first time. As this medium is to continue please encourage candidates to clearly indicate where they have used extra pages and to avoid writing outside the boxes on the pages.

Unit 2 and Unit 3 Controlled Assessment

Principal Moderator: Susan Gould

UNIT 2 Child Study

The Child Studies were generally structured quite well with five sections covering all the relevant areas of study. Candidates should be encouraged to offer information and discussion about all these aspects of their work in order to have the opportunity to access the higher marks.

The selected task should be written out as a title to the Child Study, which would help candidates remain focused on that specific area of development.

The physical development brief remains the most popular.

Plan of Action

There appeared to be some confusion over the time plans. Some candidates produced just one time plan combining both the supervised classroom sessions and the visits to the study child. Please instruct candidates to prepare two separate time plans. One should cover the 15 hours in the classroom researching and writing up the Child Study. The other time plan should concern the planned visits to the child, indicating the activities intended to gather information and enable a selected area of development to be assessed.

There should also be clear reference to the resources required to undertake the proposed task, such as colouring sheets, toys, cooking ingredients and questionnaires, the use of these should be discussed to access the higher mark bands. The letter to the parents asking for permission to visit the child should appear in this section. The age of the study child should also be stated.

Introduction

The introduction should provide well-structured aims, which enable candidates to work through all sections of the Child Study. As in previous years, many aims were too generic, for example, 'producing neat work' or 'finishing within the allocated time'. Candidates must think carefully about the tasks they have to perform to complete the Child Study and express them as the aims. Many aims only referred to the visits to the study child and failed to mention analysis of the results or evaluation of the work undertaken.

It was pleasing to read some well written accounts of relevant background information on the chosen area of development. All candidates should write a brief report as this provides them with a firm base from which to start their research work.

The norms of development must relate to both the selected area of development and the current age of the child. It is only necessary to list the norms of development which are to be observed during visits. In some Child Studies candidates had stated norms of development from birth and also referred to areas of development which were not going to be studied.

Please encourage candidates to look at their time plan for the visits, which will assist them identify the norms they need to record.

Gathering Information

Candidates seemed to enjoy this section of the Child Study and many produced well written accounts of a pleasurable and informative time spent with the study child. Candidates should be made aware of the importance of this opportunity to create a good relationship with the child. There were some good focused reports about the introductory visits and how they helped establish a bond of friendship.

The time plan of visits should provide an outline for this section. Some Child Studies did not include this evidence. Candidates should be encouraged to follow their plan of visits and activities, only deviating from this due to illness or poor weather. Some activities carried out were not incorporated in the time plan and, therefore, failed to cover all aspects of the selected area of development.

The use of side headings enabled candidates to produce well written accounts. Narrative reporting offers very little factual information and should be discouraged as it only deserves a few marks.

Most results were presented in a variety of ways, including graphs, tick charts, child's artwork and photographs, although some studies only contained results in written text. Candidates need to be encouraged to use a wide range of recording methods for the results which should be labelled clearly. It is preferable for results to be placed at the end of each visit as that provides candidates with an easy means of reference.

Analysis and Interpretation

Yet again this section was often either missing completely, very weak or marked too generously. Some centres need to refer to the assessment criteria more carefully. There were instances of marks being awarded where very limited evidence was accompanied by weak, little or even no discussion. Centres should instruct candidates to discuss their results in the analysis and interpretation section, which should have three parts. Firstly, a list of the norms from the introduction, which have been tested during visits to the study child, secondly a list of the results and, lastly, a section of discussion with, most importantly, the candidate's personal viewpoint. The progress from visit one to visit six should be discussed at length. Some studies included information and discussion which was not based on any evidence. Candidates should not include any norms of development which are untested and for which there is no evidence.

Evaluation

Overall this section has improved from previous years with many candidates giving sound viewpoints on the various topics. There was good discussion about the benefits of planning and using different methods to obtain information. Most candidates highlighted the range of results obtained and offered some discussion about weaknesses, as well as the strengths and further possible developments.

Some Child Studies referred to the aims and discussed whether or not they were achievable. This provided a very good approach for evaluating a piece of research work. A few candidates included a record of their results, which should have been in the previous section of the Child Study. Some others just wrote out descriptive accounts of the visits they had undertaken, supported by very limited discussion, and thus gained very few marks.

Presentation

Most studies were presented well using soft files. Centres should instruct candidates not to use hard-covered or lever-arch files in order to avoid unnecessary bulk. Diary notebooks should be retained by centres and not sent with the coursework. Centres can view exemplar material on the WJEC website.

Administration

Most centres sent coursework to the moderator within the deadline. Please check the WJEC website for details of the current tasks that can be chosen for the Controlled Assessment.

Marking

Some adjustments were made this year but generally marking was more in line with WJEC criteria.

UNIT 3 Child Focused Task

Although many candidates studied the current multicultural food brief, several had instead studied the 'fussy eaters' task which is no longer an option. Centres must refer to the WJEC website where the up-to-date briefs are listed.

Interpretation and Analysis

By identifying and explaining the key words in the task, candidates will have a more focused approach, enabling them to formulate aims which cover all areas of the task. Aims should be listed in the order in which the tasks will be undertaken. Frequently food dishes or a social skills item were made before doing the necessary research work and the selection process.

Task 1

Candidates working on the social skills task had undertaken some useful research work, such as interviews with parents, visiting toy stores and reference to websites. This provided candidates with beneficial knowledge and understanding, assisting them to offer worthwhile ideas for the social skills activity.

Task 2

It was disappointing to find an overall lack of research evidence about multicultural food and there was little background information on the meaning of culture. Candidates should have undertaken more primary and secondary research exploring foods from different cultures. A visit to a local food shop would have identified the wide variety of staple foods, ingredients and dishes from a range of cultures, and the availability of such items suitable for young children. Further relevant background evidence could also have been obtained by discussing the variety of meals offered in the home by the parents and at nursery with nursery school staff. Healthy eating guidelines must be related to the under 5's age group. Some candidates are still referring to guidelines, such as eat less fat and include high fibre foods, which are inappropriate.

Both primary and secondary research findings need to be recorded and candidates should be encouraged to reach a conclusion which will help with their development of ideas. This would assist candidates to draw up focused specifications for the food dish or item.

Selection and Development of Ideas

Most candidates offered a selection of possible ideas supported by some description. The use of a criteria chart helped in the selection and rejection process, although candidates should discuss the results from the chart as evidence to support their final selection.

Planning

There was pleasing evidence that candidates had carried out some experimental work, such as using different materials and techniques for the social play activity and recipe trialling. Food dishes linked to various cultures were adapted to make them more acceptable for the taste palates of the under 5's and candidates produced some well-labelled design ideas about the presentation of the dishes.

By offering an evaluation of these experimental activities, candidates possess better knowledge and practical expertise for carrying out the practical element of the task. Adaptations can be made to achieve even better quality and more acceptable end products. Most candidates produced sufficient information about the making process of either the social skills item or the food dishes, including some evidence of personal hygiene and safety rules. To gain higher band marks there should be evidence of experimental work and discussion as well as detailed planning information.

Making

When producing a social skills item, or a selection of food dishes, candidates are required to work independently. The final outcomes should be photographed and included in the evaluation section of the task. Some folders lacked photographs which made the moderation process more difficult. Some centres need to study the marking criteria more carefully as there seemed to be generous marking, considering the limited skills shown by some candidates.

Evaluation

The evaluation of the social skill play item or the food dishes was done quite well but could have been extended by offering more suggestions about possible changes that would improve the overall quality of the outcome.

Candidates often ignored their aims, which had been stated at the beginning of the task. In the evaluation the aims should be reconsidered, with discussion of whether those aims had been achieved and comments on any problems encountered which may have prevented a successful outcome. Candidates should be encouraged to offer personal viewpoints about all aspects of the task. Some evaluations were too descriptive and lacked analytic comments.

Administration

Please ensure each candidate produces an individual Time Log and completes all sections of the CD3 coversheet. In several instances, once the CD3 coversheet had been removed, it was impossible to identify the candidate's work. Please ensure the candidate's name and number is written on the first page of the folder.

It is not necessary to place the paper inside plastic files which add excess weight to the package.

The 8 page limit, or equivalent, was not always observed and pages should be stapled together either at the top left corner or along the left hand side of the page. Some centres submitted loose sheets which made moderating difficult.

Please ensure the WJEC website is visited for details of current tasks and exemplar materials.

Marking

Less adjustments were required this year. Marking for Unit 3 was generally in line with required criteria.

Conclusion

Some very pleasing coursework had been produced, displaying the hard work of both the candidates and teachers.

There will be no changes to the briefs for candidates completing either Unit 2 or Unit 3 September 2013 to June 2014.



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