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# **GCSE EXAMINERS' REPORTS**

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## **HOME ECONOMICS**

### **SUMMER 2015**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

### **Online results analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

<b>Unit</b>	<b>Page</b>
Unit 1 – Child Development	1
Unit 2 and Unit 3 – Child Development	4
Unit 1 – Food and Nutrition	9
Unit 2 – Food and Nutrition	12
Unit 1 – Textiles	15
Unit 2 – Textiles	17

## HOME ECONOMICS: CHILD DEVELOPMENT

### General Certificate of Secondary Education

Summer 2015

#### UNIT 1: PRINCIPLES OF CHILD DEVELOPMENT

*Principal Examiner:* Beverley Parry

- Q.1 (a) This question was not well answered as many candidates identified ages well under the correct response of 12 months.
- (b) It was good to note that candidates could correctly give reasons why children should not be given too much sugar and gained full marks. However, hyperactivity was a common answer and candidates identified diabetes as a possible reason but did not correctly identify that it is Type 2 diabetes.
- (c) The majority of candidates correctly identified calcium as the mineral essential for the development of strong bones and teeth in children, very few candidates named phosphorous as a possible answer.
- (d) On the whole candidates answered this question correctly with the most common answer being kidney damage or babies' kidneys not being able to cope with large amounts of salt.
- Q.2 (a) (i-iv) This question was well answered with many candidates achieving full marks. When candidates did not achieve full marks this was because they tended to confuse the female and male sex hormones.
- (b) Reasonably well answered with the majority of candidates providing at least two correct answers, the most common being low sperm count, unable to produce eggs, blocked fallopian tubes, STI's and cancer treatment.
- Q.3 (a) (i-iii) Again the majority of candidates achieved full marks but should be reminded to read the instructions carefully and only write the letter of the answer in the box and not the full term.
- (b) The majority of candidates had some knowledge about the factors to be considered before deciding to have a baby. Frequent answers included financial, enough space, stable relationship and lack of freedom. Very few mentioned consideration of pre-conceptual care, the possibility of a career break for one parent or the need for genetic counselling.
- Q.4 (a) Generally this question was poorly answered, candidates did not state 'a baby born before 37 weeks' but just referred to vague answers of 'a baby that is born too early or before the due date'.
- (b) Candidates need to be reminded to only tick the required four answers as when extra boxes were completed this reduced the marks as it was not clear what responses the candidates selected. On the whole between 3 and 4 correct answers were identified.

- (c) This question was quite well answered with candidates very much aware of the care provided for premature babies in a neo-natal or Special Care Baby Unit. Most candidates were able to identify some of the equipment available. Often the correct terminology was not used but it was clear the candidates, on the whole, knew the function of an incubator, light therapy, ventilators, monitors and nasogastric tubes and discuss how the equipment would help the premature baby to survive.
- Q.5 (a) Surprisingly this question was incorrectly answered by many candidates who incorrectly identified the symptoms of mumps with scarlet fever and rubella.
- (b) This question was poorly answered as candidates referred to a rash or spots but did not identify that they do not fade under the glass test. The second most common answer was high temperature but this was a little vague as the candidates needed to indicate it was a very high temperature or refer to a fever.
- (c) (i) This question was well answered with the majority of candidates achieving maximum marks. The most common answers were increased dribbling, red cheeks, sore gums and biting on anything available.
- (ii) Quite well answered with the majority of candidates describing correct ways of helping a baby who is teething, the most common being providing something hard to chew on, giving medication to help with the pain and rubbing teething gel on the gums. Very few candidates mentioned providing activities to distract the child. Some candidates gave repetitive answers which referred to providing a something to chew on and giving two examples, e.g. a toy to chew on, hard foods to chew on, for which marks were awarded once.
- Q.6 (a) Reasonably well answered with the majority of candidates providing at least two correct answers. Some candidates did not read the question carefully and many lost marks because they identified advantages of breast feeding for the mother and not the baby.
- (b) Generally the correct answer was given, though often spelt incorrectly.
- (c) The responses were generally weak, which was surprising. Many candidates concentrated on the fact the baby foods are quick to prepare, no skill required and can be taken anywhere. Very few discussed the nutritional content, lack of colour, flavour and preservatives, wide range of products which are hygienically prepared and packaged. The question asked for an evaluation of the use of commercially prepared baby foods for new parents so a balanced answer that considered both the advantages and disadvantages was expected for maximum marks in this question. Candidates were limited to the lower mark bands if they only discussed the advantages as was evidenced by many candidates.
- Q.7 (a) (i, ii) There was an element of confusion in the majority of answers with candidates confusing stages of play with different types of play. Responses such as discovery, imaginative and physical play all indicated a lack of knowledge of the stages of social play that children pass through as they learn to play together.
- (b) On the whole candidates answered this question well and those who gave detailed discussion scored high marks. A wide range of points were considered but candidates need to be reminded to state the 'because..... factor' if they are to gain marks in the higher mark band.

- Q.8 (a) Good knowledge was displayed as many candidates could explain the term intellectual development, the most common answers were development of the brain, development of knowledge and learning. Candidates often provided examples to clarify their explanations.
- (b) In this answer both the social and intellectual skills gained were expected to have been discussed but the social skills were more noticeable in many answers. These included the development of sharing skills, taking turns, making friends, learning manners and improving communication. When intellectual development was discussed candidates frequently referred to learning to count and singing songs. As stated previously candidates need to consider the 'because..... factor' to achieve marks in the upper mark band.
- Q.9 (a) and (b) were equally popular with candidates. On the whole Q9 (b) was answered better with candidates scoring higher marks.
- (a) Many candidates gave a detailed accounts of different types of childcare provision for pre-school children but unfortunately some were not relevant, e.g. babysitters. Also candidates did not understand the term 'pre-school' and discussed childcare provision that referred to school age children, e.g. after school clubs. When answered correctly candidates were able discuss the provision with the better candidates providing a balanced viewpoint considering both the advantages and disadvantages of each type. A few accounts were narrative with some limited justifications to support their answers. These accounts gained low marks as did a bulleted list of answers. The most popular childcare provisions considered were family and friends, nurseries and nannies. From the responses it seems the candidates' confused childminders with babysitters.
- (b) When answered well, candidates provided a balanced answer that covered the prevention of food poisoning through good kitchen hygiene, personal hygiene and correct handling of food. Candidates who displayed good knowledge and covered all three areas were able to access marks in the top mark band. Many candidates identified a selection of relevant points; however, some did not develop these points fully by providing justifications for their answers which lost valuable marks. Candidates need to be reminded that bulleted lists do not achieve many marks and that the answer should be well balanced covering a range of relevant points to access the higher mark bands.

## Conclusion

Candidates need to read all discursive writing type questions very carefully to ensure they understand the requirements of the question. Where candidates misunderstood 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.

This examination is now marked electronically. Candidates should be encouraged to avoid writing outside the boxes on the pages and to clearly indicate where they have used additional pages.

# HOME ECONOMICS: CHILD DEVELOPMENT

## General Certificate of Secondary Education

Summer 2015

### UNIT 2 AND UNIT 3: CONTROLLED ASSESSMENT

*Principal Moderator:* Susan Gould

#### **Unit 2 – Child Study**

In general, the Child Studies were planned quite well with good presentation. Most Child Studies were given a title of the selected task, which assisted the candidates to remain focused on the relevant area of development. However, there were some candidates who studied other areas of development as well as the appropriate area which often meant fewer marks were available due to limited relevant information being recorded.

It was a common feature to see the five chapters of the Child Study identified with titles which enabled candidates to record their information, evidence and discussion in the appropriate section. When candidates offer relevant information in all five sections of the Child Study this enables them to include more discussion and provides the opportunity to access higher marks.

#### **Plan of Action**

Most candidates produced a plan for the 15 hours of controlled assessment time in the classroom and recorded all the necessary tasks to produce the Child Study. It was pleasing to see that overall the majority of Child Studies were complete, indicating that candidates had used their allocated time correctly. The plan of the visits is a vital resource to enable candidates to obtain all the necessary evidence from activities with the study child.

Candidates need to identify the chosen area of development and the planned tasks. They should plan six visits and ensure that they have covered all aspects of the selected area of development, listing the resources required as well as the location. This plan must be used to form the basis for the visits to the study child. Many plans of the visits lacked information and only offered a very brief outline of the proposed activities. In some Child Studies the proposed plan of visits did not correspond with the actual visits undertaken.

#### **Introduction**

Most Introductions contained aims although many were too generic and failed to focus on all aspects of the Child Study. Candidates need to consider carefully all the various tasks to be undertaken and record them as the relevant aims.

Questionnaires were a common tool to obtain background information about the child. Candidates frequently produced a very long list of questions for the parents, many of which were irrelevant such as the transport facilities in the area. The focus of the questionnaires should be on the family, the health of the child and some information about the child's progress in the chosen area of development.

It was pleasing to see that the majority of candidates provided some information about the selected area of development with the accompanying relevant norms of development. However, there was evidence of irrelevant information, such as the stages of birth, and the norms for the areas of development not being studied.

## **Gathering Information**

In this section of the Child Study the candidates should record all the visits to the study child and it is essential that the work is well organised and documented. Some candidates ignored their plan of visits so did not utilise the framework which they had devised.

There was still some evidence of narrative accounts, which offered limited factual information and discussion and deserved few marks, although sometimes marks were awarded generously. The use of side headings enabled candidates to consider all the relevant aspects of the visits. One requirement of each visit must be that the relevant norms of development are identified to allow comparison work to be undertaken. Overall, candidates gave quite well structured observations recording the methods, resources and results. It is essential that candidates appreciate the need to record their findings in a variety of ways enabling them to access the higher band marks. These findings are vital tools in the analysis of the results and comparison to the norms of development. There were many missed opportunities for candidates to display their recording and presentation skills and greater use could be made of graphs, tick charts, photographs and the study child's creative and writing work. Candidates should be encouraged to consider and discuss their results for each visit as this gives them the opportunity to express their personal viewpoints and use specialist language, showing good application of knowledge and understanding.

## **Analysis and Interpretation**

It was pleasing to see that the majority of Child Studies included this section which enabled candidates to offer some explanation of their findings and own personal thoughts. Where this section was absent candidates were only able to be awarded a few marks for any conclusions given at the end of each visit. Some candidates interpreted the results of each individual visit separately which involved quite a lot of written work. A holistic approach would be better where the norms being tested are listed with the findings alongside each one. There can be subdivisions such as height, weight, gross and fine motor skills, social and emotional development, numeracy and verbal skills. This enables candidates to view all the achievements in one specific area of development and consider if the study child is below, on target or above the norms of development. As mentioned in previous years, when candidates are interpreting their results they must always ask the question Why? Some personal opinions were given with reference to the child's health, family and lifestyle, although centres should advise candidates to offer more personal discussion. Once again there were instances of generous marking despite very limited comparison work, lack of evidence that the selected norms had ever been tested in the Gathering of Information section and vague personal viewpoints.

## **Evaluation**

This section provides candidates with the opportunity to look back at the work undertaken and review the outcome critically. Some candidates just reported what they had done and failed to offer any opinions about the achievements and problems they encountered, thus gaining few marks. The use of plans of action, various methods to collect information and results obtained should be reviewed and supported by discussion about what was useful and successful as well as what caused problems. It was pleasing to see that in some Child Studies candidates had reflected on the work undertaken and offered some personal thoughts about what they had achieved. They gave personal viewpoints, identifying weaknesses and possible improvements and further developments.

## **Presentation**

Most Child 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. Please ensure all candidates include the Time Log in the Child Studies.

## **Assessment**

Whole group guidance can be given prior to the commencement of the Controlled Assessment sessions. While the Controlled Assessment is being undertaken teachers should not offer individual advice or recommendations to candidates which enable them to redraft their written work. On completion the Child Studies should be marked and, if required, cross moderated before submitting the selected sample to WJEC. Centres can view exemplar material on the WJEC website.

## **Administration**

Not all centres sent coursework to the moderator within the deadline. It is important that centres check the WJEC website and adhere to the dates set out. Please check the WJEC website for details of the current tasks that can be chosen for the Controlled Assessment.

## **Unit 3 – Child Focused Task**

Although the majority of candidates studied the current multicultural food brief, some 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**

Most candidates had an understanding of the task by undertaking a focused approach to identifying and defining the key words. There were some relevant aims listed, although some were too generic or failed to cover all areas of the task. Candidates should be encouraged to record their aims in the order in which the tasks will be undertaken.

### **Task 1**

Candidates studying the social skills task had carried out some relevant research work, such as interviews with parents, market research of toys and activities as well as reference to textbooks and websites. By undertaking focused investigational work candidates were able to obtain some beneficial knowledge and understanding about the various social skills young children should acquire.

### **Task 2**

As in previous years it was again disappointing to find that there was limited discussion and evidence of research about culture and multicultural foods. Candidates offered too much lifted information and discussion about the nutritional requirements of young children and fussy eating habits, failing to focus on the requirements of the task. Candidates need to approach their research work with the main focus on multicultural foods. They need to investigate the main staple foods and recipes from different cultures, menus from nurseries and interviews with parents. Market research was undertaken on cultural food products for young children, yet there was a lack of discussion about the findings. There was some evidence of the use of questionnaires, although few questions referred to the multicultural food theme. Some reference should always be given to the healthy eating guidelines for the under 5's, but it is not the dominant theme of the task. In view of the lack of reference to multicultural foods there was some generous marking of this section.

Candidates should be encouraged to offer a range of primary and secondary research findings and use these findings to reach a conclusion which will help with their development of ideas. This approach would assist candidates to draw up focused specifications for the food dishes 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. Candidates should be encouraged to design a scoring system for the criteria chart which would assist them with the selection process. There was some evidence of discussion about the final choice which could have been extended in many folders. Frequently it was difficult to see why a particular item or dish had been selected in preference to others when no total mark was given to each idea. It is expected that candidates undertaking the food task should select five dishes, one of which could be a drink.

## **Planning**

This section of the task contained some experimental work as well as detailed planning for the practical work. There was some evidence that candidates had considered the choice of suitable materials and techniques for the social skills item. It would have been beneficial if samples of the possible materials and techniques could have been included in the folders and supported by some discussion about the final choice.

With the food task, candidates discussed changes of ingredients to make the colour, flavour or texture more acceptable to a young child. There was some consideration about the presentation of the dishes to make them visually appealing to young children. Candidates should be encouraged to offer more design work such as sketches to support their discussion.

Undertaking experimental work gave candidates the opportunity to adapt and justify their final ideas and enabled them to carry out the practical element of the task. However, it must be noted that many candidates offered little or no experimental work, limiting their marks. Centres must encourage all candidates to consider this essential aspect of the planning section of the task.

In general, the majority of candidates produced sufficient information about the making process for either the social skills item or the food dishes and made reference to hygiene and safety rules. There was evidence of generous marking of this section. For candidates to achieve the higher band marks there should be evidence of experimental work supported by discussion as well as detailed planning information.

## **Making**

During the practical session candidates are required to work independently. The final outcomes should be photographed and included in the evaluation section of the task. In some folders there were no photographs which made the moderation process more difficult. The standard of presentation of the item and food dishes should be included in the mark awarded. Serving dishes in foil containers or large portions showed little consideration about the visual appeal of the dish to young children. As in previous years, some centres need to study the marking criteria more carefully as there was generous marking, considering the limited skills and weak presentation of the work produced by some candidates.

## **Evaluation**

In general, most candidates evaluated their social skills play item or the food dishes, although some candidates ignored this aspect of the evaluation, thus reducing the available marks. For the food dishes candidates should consider the sensory qualities and discuss possible improvements. When reviewing the social skills item, candidates should discuss how the item would help the child's social development, as well as considering future adaptations.

Candidates did offer some evaluative comments about the various tasks and skills undertaken. Some evaluations were too descriptive and failed to contain any analytical viewpoints. Candidates frequently described the different methods used to obtain information, yet did not comment on which ones were more useful than others and why. In the evaluation the aims should be reconsidered, with discussion of whether those aims had been achieved and comment made about any problems encountered which may have prevented a successful outcome. Marking of this section was sometimes generous in view of the lack of evaluative comments.

### **Assessment**

Whole group guidance can be given prior to the commencement of the Controlled Assessment. However, please note that while the Controlled Assessment is being undertaken teachers are not permitted to offer verbal or written advice or recommendations to candidates which enables them to redraft their written or adapt their practical work. The practical work should be marked during the session, including the completed food dishes and the social skills item. When completed, the theory sections of Child Focused Task should be marked and, if required, cross moderated before submitting the selected sample to WJEC.

### **Administration**

Please ensure each candidate produces an individual Time Log and completes all sections of the CD3 coversheet. 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. Some centres submitted loose sheets which made moderating difficult. Pages should be stapled together either at the top left corner or along the left hand side of the page. Please note that it is unacceptable to include folded pieces of paper pasted onto the pages in order to extend the paper allowance. Candidates should be encouraged to use an acceptable size font, as the use of large font sizes wastes valuable paper space.

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

### **Conclusion**

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

## HOME ECONOMICS: FOOD AND NUTRITION

### General Certificate of Secondary Education

Summer 2015

#### UNIT 1: PRINCIPLES OF FOOD AND NUTRITION

*Principal Examiner:* Jessica Davies

- Q.1 (a) Most candidates gained 2 or 3 marks. Candidates were able to identify the correct food groups, however in some cases candidates failed to read the question correctly limiting access to full marks.
- (b) Good responses were evident.
- (c) Good responses were evident.
- Q.2 Good responses evident. Candidates were able to express rules of hygiene in each of the areas, Personal, Kitchen and Storage. Temperatures stated were done so correctly.
- Q.3 (a) Most candidates correctly identified nutrients, the most common being calcium and protein. Good reasons were given, showing good understanding of nutrition.
- (b) Many candidates correctly identified foods that should be avoided during pregnancy. There were however, a disappointing number of responses that were vague in response and lacked clarity for the particular dietary needs of pregnant women.
- Q.4 (a) Well answered question with the most common responses concentrating on the flavour, texture and appearance of sauces. In some cases candidates expressed good reasoning for the use of sauces in many dishes.
- (b) Too many candidates repeated responses from part (a), again stating flavour and texture as qualities of a good sauce. Some candidates did answer with reference to correct consistency and lump free sauces.

- (c) There was some general confusion between the making of a white sauce using the all in one and roux method. Most candidates gained some marks. It was very encouraging to see many candidates confidently using terms such as gelatinisation of starch and good explanation of how the starch in flour thickens the sauce. Those candidates who scored highly correctly demonstrated good knowledge and understanding of making a roux sauce correctly and displayed a good understanding and application of theory to practical work. Those candidates who did not score well incorrectly identified how to make a white sauce and in some cases described how to make a choux pastry mixture.
- Q.5 (a) (i) This was answered fairly well. On occasion candidates were able to correctly identify the meaning of the logo, making reference to standards and safety, but were unable to correctly identify the name of the logo.
- (ii) A poorly answered question with most candidates replicating the text in the question. There was an obvious lack of understanding in many responses, with many candidates failing to identify correctly the logo and the meaning.
- (b) A well answered question with many candidates expressing good knowledge of food labelling.
- (c) This question was answered fairly well, with many candidates expressing the importance of food labelling to the consumer. Common responses included nutritional information, reference to allergies, and the importance of storage and cooking information. It was pleasing to see an element of extended writing, and almost all candidates wrote freely about the issue rather than listing responses.
- Q.6 (a) This was answered quite well with common responses reflecting fruit and vegetables in the diet. Limited responses stated simply 'vitamins and minerals' where as those candidates who showed good understanding of nutrition, were able to clearly identify specific vitamins (A, C, E) and minerals (iron). Dietary fibre was another popular response and candidates were also able to identify the complimentary links between certain vitamins and minerals.
- (b) This was answered quite poorly with many candidates failing to identify ways in which fruit and vegetables can be included in a teenager's diet. Instead candidates were tempted to repeat their answers from part (a) or focus responses on how to encourage the use of celebrities and advertising rather than specific examples of how to include fruit and vegetables in the diet. The most common responses stated the use of fruit in smoothies and vegetables on pizza toppings. In general, candidates lacked any innovative use of ingredients to encourage teenagers to eat fruit and vegetables.
- Q.7 Some excellent responses were evident with discursive comments demonstrating good understanding of preservation in the home. Those candidates that scored highly focussed not only on the more popular methods of freezing, jamming and pickling, but also on drying and bottling, also stating the use of bumper fruits at certain times of the year and making clear connections to saving money and minimising waste. A disappointing number of candidates gave refrigeration as a method of preservation and failed to communicate how preservation can save money and minimise waste in the home. Some candidates were too general in their responses into ways in which to save money and minimise waste, rather than focussing on how preservation can achieve this.

- Q.8 A well answered question with candidates clearly focusing on the key words in the question. Many candidates provided a clear range of examples of different snack foods including fruit bags, cereal/breakfast bars, graze boxes and healthy smoothies. Justification and reasoning were good and linked well to the dietary needs of individuals. Many candidates expressed good knowledge of nutrition and discussed the importance of the identified snack foods for certain individuals.
- Q.9 (a) There were some very good discussions on the variety of dairy foods available. Many candidates clearly linked the varying dietary needs of individuals and the consumer driven demand for different dairy products. In particular allergies and intolerances featured highly as did the cultural aspect. Many candidates were able to correctly identify the main nutrients found in dairy foods, commonly fat, protein and calcium being the favourable responses. Those candidates that scored highly discussed a full range of dairy products, rather than the availability and choice of milk alone.
- (b) Again some excellent responses were presented with a good balance of discussion between advertising and lifestyle as factors that influence consumers when shopping. Candidates included the use of strong advertising campaigns, the use of celebrity endorsement to encourage shoppers and the more mature understanding of the power of eye-level product placement. Candidates were able to discuss the influence of lifestyle factors with the more common responses focussing on the relationship between home and work.

### **General comments**

- Far more candidates are attempting to answer all questions which is encouraging
- 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 carefully 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.
- It was pleasing to see a number of candidates draft a plan to help construct a good discussion for the longer response questions in particular question 9. This should continue to be encouraged by centres as it strengthens candidates' ability to focus on the key words.

## HOME ECONOMICS: FOOD AND NUTRITION

### General Certificate of Secondary Education

Summer 2015

#### UNIT 2: CONTROLLED ASSESSMENT

*Principal Moderator:* Bethan Jones

The subject embraces food and its significance in our lives. It is enjoyable and enriching to teachers and candidates alike. Teachers delivering the specification deserve credit for meeting the challenges offered by the subject and for providing support and motivation to candidates in completing the controlled assessment. It is encouraging to see new centres delivering the specification, many of whom are submitting a commendable quality of both written and practical work.

Good administration aids the moderation process. The majority of centres send the FN3 coversheets and individual time logs in addition to the FN1, FN2 and FN4 sheets.

The moderation process is hampered when marks sheets do not accompany the sample. Both FN1 and FN2 forms are required for moderating individual sections of the tasks and for moderators to comment on strengths and weaknesses of these sections, as part of the process and, more importantly, for feedback to the centre.

Teacher annotation is crucial for the justification of marks awarded. Many centres deserve credit for developing their own recording system based on the assessment criteria and indicating clearly where and why marks were awarded.

All essential information on administration, including deadlines for submission of work, is available on the WJEC website.

#### **Task 1**

The most popular tasks chosen were Eggs and Fruit and Vegetables. Research on the chosen topic continues to improve with candidates demonstrating ability to select relevant information. Many centres are incorporating task topics in to schemes of work giving candidates more breadth and scope for individual interpretation of the task. In general candidates appear to be embracing primary and secondary research well.

Planning for practical is a fundamental part of good organisation whereby candidates show ability to sequence work and dovetail tasks. Candidates need to show evidence that they can carry out their practical task within the time allocation with due attention to special points to ensure success. They need to make appropriate references to hygiene, safety, timing and temperatures. In many cases planning was little more than a collection of recipes which does not represent a true reflection of a candidate's ability to organise effectively.

Labelled photographic evidence of the four dishes made should accompany each candidate's work.

Evaluations were, generally, of a good quality with candidates demonstrating ability to analyse effectively and show understanding with succinct and meaningful comments.

However, some centres are still carrying out whole task evaluation which is both time consuming and a poor and unnecessary use of page allocation for Task 1.

There was evidence of excellent use of ICT in graphs, chart, selective imaging and aesthetic presentation of folios.

The maximum page allowance for Task 1 is eight sides of A4. Please refrain from including irrelevant material and encourage candidates to organise their written work within the limitation set by WJEC.

## **Task 2**

Both tasks featured good quality research focussing on set aims. Candidates showed individuality of interpretation with accurate sourcing of information and sensible use of local resources.

The development of ideas continues to have shortfalls. Candidates need to demonstrate continuity when progressing from research to the development of ideas. It needs to be relevant to the task topic and have evidence of more than the trialling of recipes. There must be evidence of candidates undertaking some exploring, tasting/testing, comparison of ingredients or experimental work without losing sight of the initial criteria. Candidates need to use their findings to make informed choices for decisions made and final ideas for practical. General statements such as 'because it is healthy' lack the depth of understanding required for justifying decisions at GCSE level.

Planning was either very well done or extremely weak. When well done, candidates submitted a plan of action which was logical, realistic and detailed with due attention to time, hygiene, safety and special reminders to ensure success.

The mark awarded for production should reflect the candidate's ability to follow the plan of action. Many centres are guilty of awarding high marks for practical where the written evidence for planning does not support this.

It was pleasing to see a high level practical skills being taught with photographic evidence to reflect good teaching. Competence in handling equipment and tools, proficiency in food preparation and cooking skills, ability to work independently in an organised manner and quality outcomes should be rewarded by awarding high marks. Many centres, however, are awarding high marks for dishes which do not demonstrate a high level of skill or competency. Very often high marks were awarded by a centre, but were not justified by the written evidence in planning or photographs accompanying the work.

Issues highlighted in moderators' reports for individual centres on misrepresentation of marking criteria for production need to be addressed for future cohorts to avoid adjustment of marks.

The quality of evaluations was good. Candidates are using sub headings effectively as a tool to give guidance on the criteria. Formative evaluation was again in evidence with many centres using it to reflect on learning and to give added focus to the task.

It is imperative that teachers familiarise themselves with the assessment criteria for controlled assessment for this specification. Marks awarded must be thoroughly checked against the performance criteria for an accurate representation.

It is always pleasing to see centres addressing issues raised in previous year's reports. Sadly this is not always the case and, as a result, many candidates are being deprived of the opportunity to access higher grades. There is a wealth of exemplar work on the WJEC website which will assist in the delivery and assessment of both tasks.

I wish to thank the subject officer for her support and the loyal team of moderators for their professionalism and dedication to the subject.

## HOME ECONOMICS: TEXTILES

### General Certificate of Secondary Education

Summer 2015

#### UNIT 1: PRINCIPLES OF TEXTILES AND FASHION

*Principal Examiner:* Margaret Hopkins

It is obvious that candidates still need further practice in examination technique, their ability to read questions accurately and to relate their answers to the marks available.

- Q.1 Unproblematic – candidates were very familiar with basic textile information.
- Q.2 A poor response from some candidates. Candidates were able to underline the odd one out in most cases but reasons for choice were often weak or not given.
- Q.3 This was well answered on the whole - the majority of candidates were very familiar with basic textile fabrics but not all candidates knew the correct fibre content for each fabric.
- Q.4 (a) Most candidates were able to list three points to consider when designing cushion covers and it was obvious that this was an area that has been covered in the practical element of the textile course.
- (b) 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 the suitability of fabrics and decorative design features when annotating their designs.
- (c) This question had a good response with most candidates able to identify suitable textile fastenings and giving detailed reasons for their choice.
- (d) A pleasing response to this question with most candidates fully aware of the issues to consider when choosing suitable fillings for cushions.
- (e) A disappointing response to this very straight forward question. Some candidates did not even attempt the question. A minority of candidates chose to draw a single care symbol with no description. A few candidates tended to concentrate on the safety aspect of labelling not the care aspect.
- Q.5 This question was generally not well answered. Candidates did not fully understand the importance of fabric finishes and why they are given to certain fabrics. In some cases, candidates even failed to give a suitable example of use.
- Q.6 (a) A pleasing response to this question with most candidates fully aware of what is meant by the term fashion.

- (b) Most candidates made a brave attempt at this question but very few scored all three marks. The majority were able to mention some of the most relevant factors but often confused the designers main fashion range with their diffusion range.
- (c) This question was well answered with most candidates very much aware of the popularity of designer labels. The majority of candidates were able to discuss in some detail and give relevant examples.
- (d) A very mixed response to this question. Generally, candidates had some knowledge of current fashion trends and were able to discuss the trend of layering of different clothes. Relevant and interesting examples were given to boost and support the response of some candidates.
- (e) A disappointing response to this very straight forward question. The majority of candidates wrote about "Goths" and group dressing for people who wished to make a fashion statement. Only a very few candidates answered the question correctly and those tended to concentrate on one or two points and continued to repeat the same point over and over.

Q.7 This question was generally not well answered. Candidates did not fully understand the issues involved in the question and proceeded to write their answers solely about the importance of "colour". Some candidates did not understand the meaning of the terms - colour, line, pattern and texture and how they were vital to good design both for fashionable items of clothing and textile items for the home. Only a few candidates answered the question correctly and those candidates tended to concentrate solely on one or two points and continued to repeat the same point over and over. Disappointing.

- Q.8 (a) The least popular choice with only a few candidates attempting to discuss the reasons why cotton is sometimes referred to as the friendly fabric. Some candidates discussed at length the points and issues involved when using cotton as a fashionable fabric for both clothing and for its use in the home. Very few candidates discussed the origin of cotton and little reference was made to the where and how it is grown. The importance of cotton blended with other fabrics was discussed quite sensibly with good examples of use.
- (b) This was by far the most popular choice of question and was answered quite well by the majority of candidates. Some candidates discussed at length the points and issues involved when purchasing clothes for young children and were able to give good examples to support their response. Many candidates concentrated on the importance of fabric quality, wearability and washability for children's clothes, together with relevant examples to support their views. Most candidates were able to discuss at length the various ways that a family on a low income could provide clothing for young children and the buying at high street sales and charity shops seemed a popular choice. Many answers made very interesting reading - thank you.

**HOME ECONOMICS: TEXTILES**  
**General Certificate of Secondary Education**  
**Summer 2015**

**UNIT 2: CONTROLLED ASSESSMENT**

*Principal Moderator:* Margaret Hopkins

It was disappointing to note, that again this year, not all 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 the WJEC by the specified date – 5 May.

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

Candidates should be advised to choose items that are suitable for packing and posting, e.g. cushion/quilt covers may be sent without filling to save on postage costs. It is acceptable to include photographs of the filled items in the design folios, so that finished effect can be seen.

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. Please do not use raw dressmakers pins - thank you.

Please ensure that all areas of the coursework are totalled correctly. It is a requirement of the moderation process that candidates signatures are included on the TX1 and TX2 forms, to certify that the work is all their own. Time Logs should also be sent for all candidates in the sample to show authenticity. It would 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.

It is helpful at moderation when the practical work for Task 1 and Task 2 are presented separately - this was usually the case - thank you.

Some centres again this year included both the folios for Task 1 and Task 2 in the same flip folder one in the front of the folder and one in the back of the folder - this helped to keep individual candidates folio pages together and proved most helpful at moderation.

Most centres provided clear annotation of the controlled tasks but not all. Annotation is important so 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.

## Task 1

There was a strong message that candidates were inspired by the briefs and enjoyed completing the folios and making the products.

### Folio

It was encouraging to see that the centres approach to the utilisation of the ten hours for this task was more realistic and achievable for all candidates.

Folios displayed a far better approach including only relevant information within the 4 page limit of Task 1. Candidates should not exceed this. Limiting work to 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, add-ons and the application of colour shading/highlighting over the text should be avoided.

It would be advantageous for candidates to include a clear set of aims to demonstrate their organisational skills in order to access the higher mark bands and to give a good start as a point of reference when evaluating their work. Some candidates failed to state their aims.

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, with sound justifications for final choice.

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. Most folios were well organised and followed the set criteria for assessment.

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 to be included on this page. More emphasis is required on experimental work, the results of which should be relevant to the selection and rejection of choice ideas.

Design ideas should show more development before the final design is chosen. Please note that within the exploration/development section of the folio, candidates are not required to design more than one type of item - fashion items **or** items for the home.

The Task 1 Folio does require a plan of action sheet, due to this section of the controlled assessment being concerned only with the application of skills.

Evaluations were generally well written, especially where candidates had 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.

It was pleasing to see the innovative use of ICT, but this 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.

## **Production**

A range of outcomes were achieved resulting from clear folio research and a structured route through to the production. 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. Unfortunately, some candidates embarked on items that were too large and contained large amounts of technique repetition - big does not mean better.

The recycling brief had again been very well received and candidates researched and displayed a broad range of innovative ideas in this area - bunting 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. This can, at times inhibit the candidates ability to demonstrate the skills that are of a high standard. If candidates choose to make simple items, they could then utilise these better to demonstrate their range of skills and incorporate more construction techniques 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 and beadwork was a popular choice of technique this year, often carried out very well. Many centres used CAD/CAM widely and image transfer was quite popular again this year, 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 pleasing standard. The assessment of candidates' practical skills tended to be a little generous within the accuracy section of the assessment criteria - 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. Further guidance regarding the final selection of the practical work may be necessary in some cases to reflect the students true abilities.

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 task1 and 2 which can be accessed on the WJEC website under 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 and progression in some candidates work from their coursework task 1 to that produced for the coursework task 2. Most work followed the criteria required, showing good teaching and a logical approach.

Both of 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**

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 do well with folio work.

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.

The folios were often stimulated by the brief and many carried out relevant design work, market research and fabric testing. 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 use of the research section should flow into the selection and rejection of design ideas. 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.

In many cases, candidates displayed interesting design ideas but would benefit from refining their sketches and presentation in order to gain valuable marks. Candidates should be advised to use their own design sketches where possible, rather than just uploaded images - a combination of both would be acceptable.

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 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 fabrics clearly indicated. The testing of construction techniques are important and sampling work should be included before final decisions are made. Candidates should be advised to show that they have planned their work and investigated the suitability of their chosen fabrics and techniques to improve their marks. Often good and relevant testing of fabrics and techniques was seen. It was very clear that many candidates used their techniques and testing to inform their manufacturing decisions.

Many evaluations were thorough and well done. Most candidates made a reasonable/good attempt at justifying the planning and organisation of the task. 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 the moderation process - thank you.

### **Production**

Once again, there was a wide range of challenging techniques by the candidates and it was a pleasure to see the use of traditional techniques mixed with new and innovative ideas. Both 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. The time spent repeating techniques could have been used to perhaps develop the design element more. 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.

In many centres it was evident that candidates were well aware of the marking criteria and of the areas required to access the full range of marks. Overly ambitious projects could disadvantage many candidates and reduce the time available to complete the other features. The appropriateness of practical items did not always allow the candidates to complete the necessary skills to a high level - smaller more compact items may be more suitable and cheaper to produce. It may be advisable to steer certain candidates to make simpler items with less challenging selection of fabrics. This would allow them to refine techniques and not be overwhelmed by tricky fabrics. It would also allow them to access higher marks.

Overall, the marking was again fair and realistic, but there are still a few centres where the practical work was slightly over marked. A high level of skill must be evident to gain full marks for each skill assessed.

It is also necessary to consider the amount of chosen technique and the fabric when awarding the marks - to show a series of three chain stitches or to attach two beads is insufficient. Thank you for providing photographs of the work.

Thanks to the enthusiastic subject teachers for their continued support and passion for the subject and who have worked so hard to ensure its success.



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