



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**JUNIOR CERTIFICATE EXAMINATION 2012**

**HOME ECONOMICS**

**ORDINARY LEVEL CHIEF EXAMINER'S REPORT**

**HIGHER LEVEL CHIEF EXAMINER'S REPORT**

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# **1. INTRODUCTION**

## **1.1 The Syllabus**

The current syllabus for Home Economics was introduced to the Junior Cycle curriculum in 1991 and was first examined in the Junior Certificate 1994. The syllabus is offered at two levels, Higher Level and Ordinary Level. The syllabus framework is common to both levels. At Higher Level, students are required to develop a greater degree of proficiency in all skills and a greater understanding of concepts and issues.

The syllabus structure consists of:

- (a) a common core of five areas of study
- (b) an optional study, from a choice of three.

### **(a) Core**

The five areas of study in the core are as follows:

- Food Studies and Culinary Skills
- Consumer Studies
- Social and Health Studies
- Resource Management and Home Studies
- Textile Studies.

### **(b) Optional study**

The optional study is structured to allow students the opportunity to undertake a more detailed study of one area of the core. Thus, childcare is related to Social and Health Studies, Design and Craftwork to Resource Management and Home Studies, and Textile Skills to Textile Studies.

One optional study may be chosen from the following three:

- Childcare
- Design and Craftwork
- Textile Skills.

## 1.2 The Examination

The examination for both Higher Level and Ordinary Level is comprised of the following components:

- **Written examination** – of two hours and thirty minutes duration at Higher Level and two hours duration at Ordinary Level.
- **Food and Culinary Skills examination** – a practical examination, of one hour and thirty minutes duration, carried out in the presence of an examiner appointed by the State Examinations Commission (SEC).
- **Optional Study Project Work** – chosen from one of three areas of study:
  - Childcare
  - Design and Craftwork
  - Textile Skills

The project work is examined in school by examiners appointed by the SEC.

The mark weightings for the different examination components are shown in Table 1 below.

**Table 1: Marks allocated to each component of the Junior Certificate Home Economics Examination.**

Component	Higher Level		Ordinary Level	
	Marks	%	Marks	%
<b>Written Examination</b>	300	50	240	40
<b>Food and Culinary Skills</b>	210	35	270	45
<b>Optional Study Project Work</b>	90	15	90	15
<b>TOTAL</b>	<b>600</b>	<b>100</b>	<b>600</b>	<b>100</b>

### 1.3 Candidature

Table 2 shows the number and percentage of candidates taking Junior Certificate Home Economics for the 4 year period from 2009 to 2012.

**Table 2: Number and percentage of candidates taking Junior Certificate Home Economics for the 4 year period from 2009 to 2012.**

Year	Candidature			Higher Level		Ordinary Level	
	Junior Certificate Candidates	Home Economics Candidates	% taking Home Economics	Candidates	%	Candidates	%
<b>2009</b>	55557	19324	34.78	14402	74.53	4922	25.47
<b>2010</b>	56086	19892	35.46	15170	76.26	4722	23.74
<b>2011</b>	56930	20520	36.04	16025	78.09	4495	21.91
<b>2012</b>	56841	21543	37.90	16985	78.84	4558	21.16

## 2. Performance of Candidates

Tables 3 and 4 show the percentages of candidates achieving each grade in the Higher Level and Ordinary Level Home Economics examinations from 2009 to 2012.

**Table 3: Summary of the results (%) obtained in the Ordinary Level written examination from 2009 to 2012.**

Year	Total	A	B	C	A B C	D	E	F	NG	E F NG
2009	4922	10.0	36.6	34.0	80.7	14.6	3.4	1.1	0.3	4.8
2010	4722	10.5	34.2	32.8	77.4	16.8	3.7	1.6	0.4	5.8
2011	4495	9.5	35.6	34.9	80.0	15.2	3.3	1.3	0.2	4.5
2012	4438	9.3	36.1	34.5	79.9	15.4	3.1	1.3	0.3	4.7

*Note: The grades here are indicative only. The grades awarded to candidates in Junior Certificate Home Economics are computed from the combined results of the relevant components completed by candidates.*

**Table 4: Summary of the results (%) obtained in the Higher Level written examination from 2009 to 2012.**

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2009	14402	14.2	31.4	31.8	77.5	17.5	4.0	0.9	0.1	5.0
2010	15170	14.1	36.8	31.6	82.5	14.2	2.8	0.5	0.0	3.3
2011	16025	14.0	32.6	31.9	78.5	17.2	3.8	0.5	0.0	4.3
2012	16932	14.4	36.8	31.2	82.4	14.2	3.1	0.4	0.0	3.5

*Note: The Grades here are indicative only. The grades awarded to candidates in Junior Certificate Home Economics are computed from the combined results of the relevant components completed by candidates.*

### 3. FOOD AND CULINARY SKILLS EXAMINATION

#### 3.1 Introduction

The Food and Culinary Skills examination accounts for 35% of total marks at Higher Level and 45% of total marks at Ordinary Level. The format and conduct of the examination is common to both levels as is the assessment criteria and mark allocation. Candidates are marked out of 100 and the total marks are adjusted by the State Examinations Commission at a later stage in line with the respective mark weightings.

The State Examination Commission issued the 2012 Food and Culinary Skills Tasks to schools in advance of the examination. Each candidate was required to draw a task from the given list of seven, two weeks prior to the examination, under the supervision of the Home Economics teacher. Each candidate was required to complete a practical examination based on the relevant task in the presence of an examiner appointed by the State Examination Commission. Candidates were also required to present evidence of preparatory research and planning and to carry out a short written evaluation of the task at the examination

#### 3.2 Performance of Candidates

**Table 5: Number of candidates achieving each grade in Food and Culinary Skills examination from 2009 to 2012. (These figures are based on returns from Advising Examiners)**

Year	A	B	C	D	E	F	NG	TOTAL
2009	5671	9682	3168	526	61	10	1	19119
2010	5884	10173	3082	487	56	2	0	19684
2011	6190	10515	3081	500	66	7	1	20360
2012	6806	10766	3042	480	46	5	0	21145

*Note: The grades here are indicative only. The grades awarded to candidates in Junior Certificate Home Economics are computed from the combined results of the relevant components completed by candidates.*

#### 3.3 Analysis of Candidate Performance

The analysis of candidates' performance in the different aspects of this examination is best read in conjunction with the marking scheme which is attached in Appendix 1. Candidates are marked out of a total of 100 marks, with marks allocated as follows:

- **Planning and Preparation:** 20 marks
- **Implementation:** 50 marks
- **Presentation and Evaluation:** 30 marks

## **PLANNING AND PREPERATION (20 marks)**

Under this heading, marks are awarded for Analysis and Planning /Preparation.

The standard of written work presented varied widely from excellent to very weak. However, the majority of candidates scored high marks for their analysis, planning and preparation. A small number of candidates neglected to present written work. Task sheets were generally very neat, well organised and contained a lot of relevant detail. A number of candidates presented templates designed specifically for each task. In some instances where candidates used generic templates, relevant information was often omitted. In other instances candidates gave irrelevant data when it was not sought e.g. cost.

- **Analysis**

**Identification of factors involved** – Analysis was generally of a high standard with many candidates showing a clear understanding of the requirements of the task. Marks were lost when candidates failed to identify factors specific to the task being analysed e.g. setting of table, understanding of diet in Task 4, choice of dishes for two courses, chosen culture, etc. Many candidates scored full marks having analysed the task carefully and presented evidence of research and investigation relevant to the key factors. In some cases factors were too generic and could relate to any task, as could reasons for choice of dish. Some candidates were vague in their identification of factors relevant to the task and the specific requirements of some tasks were sometimes omitted in the analysis.

**Investigation of possible solutions / dishes and equipment to meet the brief** – The majority of investigations of possible solutions were excellent. Marks were lost where the solutions considered did not meet the key requirements of the brief, e.g. incomplete main courses. Some candidates lost marks because the two chosen products did not come from their list. In some cases two good reasons were not stated and/or, single words were given instead of full sentences.

The majority of candidates selected dishes that required sufficient culinary skills to actively engage them for the duration of the exam. Many candidates were very ambitious in their choice and

selection of dishes. In some centres, the choice of dishes was often the same for each task, whereas other centres showed a wide variety of dishes. In some centres the same dish was selected for Tasks 3, 4, 6, & 7. While menus were generally very good, some candidates did not present the information in menu format and others did not give a choice of dishes for the two courses.

**Decision making / solutions** – The solution/s chosen by candidates generally satisfied the stated criteria of the task, was/were written in ‘menu’ form and included relevant reasons for choice. Sometimes solutions did not fully meet the given brief, e.g. in some instances the ‘complete main course’ chosen was not nutritionally balanced. Most candidates gained full marks, giving good reasons for their choice. In some cases, the reasons for choice did not always extend to all aspects of the task e.g. ‘icing’ in Task 5, the ‘suitable drink’ in Task 7.

- **Planning / Preparation**

**Time Plans** – The standard of planning varied considerably from centre to centre, ranging from excellent to satisfactory. The written work was generally of a high standard and included comprehensive work plans, which covered all key stages of making the dishes in sequence. However, a number of candidates lost marks because they omitted ingredients or quantities and in some cases not all key stages were included in the work plan. Sequence of work plans was generally very good and candidates were seen to follow them. A common error was omitting time for table setting, wash up, serving and evaluation of work.

In some instances, marks were lost for not including wash up / serving / evaluating / costing of ingredients, depending on the task. Sometime plans were very brief which caused difficulty for the candidate as they were unsure of what to do.

**Lists of ingredients and equipment** – The candidates’ written preparation generally included quantities of ingredients and equipment required to carry out the task. Marks were lost by candidates who presented incomplete lists of ingredients or/and equipment, e.g. candidates who omitted the ingredients for one dish or who made no reference to equipment for table setting and/or serving.

**Costing** – marks were lost when candidates failed to give unit costing where required in Task 1. In some cases costing was inaccurate.

**Advance preparation of ingredients and equipment** – The majority of candidates were well organised and well presented. In some centres, preparation of the work place needed to be addressed as candidates forgot equipment and/or ingredients. Ingredients were collected and weighed by candidates before the exam started. Some candidates had problems lighting ovens and in some instances ovens were not in good working order. Some over-preparation was evident, i.e. ovens pre-heated, tins greased/lined, pre-grated cheese and side salads prepared in advance of the exam. Generally a good variety of fresh ingredients were used and the use of convenience foods was kept to a minimum.

**Organisation of work place** – The majority of work tables were tidy and organised with all their requirements. Candidates generally demonstrated good organisational skills in relation to workstations, equipment and ingredients. In most cases, tables were labelled with examination number, and task number and candidates presented a list of the selected dishes.

**Personal hygiene, appropriate dress** – Overall the majority of candidates were well groomed and conscious of hygiene and safety requirements. However, some candidates wore nail polish and jewellery.

## **IMPLEMENTATION (50 MARKS)**

Under this heading marks are awarded for Culinary Skills, Application of Cooking Principles, Resource Management, and Hygiene and Safety

### **• Culinary Skills**

The overall standard of culinary skills was impressive although a variation in standard was evident from centre to centre. Most candidates demonstrated excellent manipulative skills and dexterity while a lack of practise was evidence in some cases. Some candidates were over reliant on notes and a small number of candidates were over ambitious in their choice of dishes. Candidates generally were competent using small equipment and appliances. Table setting was good generally.

### **• Application of Cooking Principles**

In general, appropriate cooking methods were used and food was well cooked. However, in some cases cooking principles were ignored – the most common errors included not turning the heat down for liquids to simmer, not heating oil to the correct temperature before sautéing vegetables or

frying meat, using too much liquid when boiling, overcooking vegetable, not pre-heating ovens, not adjusting oven temperatures. Timing posed a problem for many candidates.

- **Resource Management**

It was reported that the majority of candidates were gainfully employed for the duration of the examination and demonstrated good resource management skills. Candidates generally demonstrated good time management skills, followed the correct sequence of work and food wastage was kept to a minimum. However, some instances of wastage were reported, for example, water wastage, food wastage when peeling vegetables/fruit, candidates not turning off cookers after use, etc. A small number of candidates failed to adhere to their time plan and as a result did not finish on time.

- **Hygiene and Safety**

The majority of candidates demonstrated safe and hygienic work practices and were awarded high marks.

**Hygiene standards** - The standard of hygiene was very good with few exceptions. Workstations were kept clean, spills wiped up, different chopping boards used for meat, fruit & vegetables and personal hygiene was generally very good. In some cases candidates lacked knowledge of good hygiene practices in relation to the handling of raw meat etc. and examiners reported that some candidates were careless in the use of tea towels and cloths when preparing food.

**Safety standards** - Safety standards were generally high with the exception of peeling techniques, the position of saucepan handles, and switching off hobs when not in use. Some candidates did not use oven gloves when placing tins into the oven.

## **PRESENTATION AND EVALUATION (30 MARKS)**

Under this heading marks are awarded for Appearance, Flavour and Taste, and Evaluation.

- **Appearance**

The appearance of presented dishes varied greatly. The vast majority of candidates took great pride in their dishes and presented them well garnished or decorated. Dishes were generally garnished with sprigs of parsley or chopped parsley. Some candidates presented illustrated menu cards to accompany their dishes. In Task 5, the appearance of cakes and queen cakes was of a very high

standard although candidates who used melted chocolate on queen cakes served them before the chocolate was set, which was messy. Tables were generally set correctly. It was reported by some examiners that the presentation of the finished dishes was neglected in some centres.

- **Flavour and Taste**

Most dishes were well flavoured, well cooked and edible. In cases where the flavour was poor, either candidates did not allow sufficient cooking time to develop the flavour, or in other cases the candidates did not taste the food prior to serving in order to adjust the seasoning. Some of the curries, chicken dishes and vegetarian pizza had poor flavour. Some pizzas were too thick and salty and sometimes over cooked. The consistency and texture of most foods were correct, with the exception of some soups in Task No. 2. Failure to fully strain water from spaghetti or rice before serving resulted in soggy texture. Brown rice when used was often undercooked.

- **Evaluation**

The standard of evaluations has improved over the years. Evaluations that gained high marks used the appropriate evaluation sheet. Some candidates were well practiced and scored highly by writing concise evaluations which referred to their skills and performance and to all aspects of the task undertaken. In several cases, candidates placed too much emphasis on the critical appraisal of the dish and failed to evaluate the whole task. In Task 3, the total cost of the main course was not calculated by all candidates and in Task 1 some candidates failed to compare the cost. A number of candidates completed evaluations without actually tasting the food. A small number of candidates had an evaluation done from a previous practice session and copied it directly. Weaker candidates used word banks to assist with their evaluations.

## **FOOD AND CULINARY SKILLS TASKS 2012**

**Task 1** – This was a very popular task. Plain and self-raising flour were the most common flours used, with little or no evidence of wholemeal flour in schools. Most candidates referred to three types of flour in their written work. The type of scones presented by candidates varied e.g. different types of fruit, plain, cheese, herb & tomato etc. The muffins presented were usually chocolate chip muffins with some candidates using different fruits e.g. blueberries, raspberries, lemon. Itemised costing of one product and cost comparison was omitted in some cases. Temperature control, timing and accurate judgement presented difficulties for some candidates doing this assignment. However, the scones and muffins were generally well made and reported to be light and well risen.

**Task 2** – The examiners felt the change to Task 2 this year worked well as students were able to cook a broader range of dishes. Despite the change of wording, soup and fruit crumble were still popular choice of dishes in many centres. Some candidates failed to include any reference to the other new aspect of this task - interesting ways of including fruit and vegetables in the diet. Some candidates did not deal well with the specific requirements of this task (reference to dietary guidelines) in their written work and tended to give general factors and reasons for their choice in the analysis. A number of candidates did not present a cooked desert. Some candidates made apple crumble in individual ramekin dishes which they seemed to find easier to manage. Other deserts included mixed fruit meringue, fruit filled pancakes and fresh fruit salad using cooked syrup. The most common error was in the presentation of the soup which was often too thick in consistency. Some soups were liquidised before being fully cooked which resulted in poor consistency and flavour. Many candidates added no garnish to their soup when serving. Waste was evident when candidates used knives instead of peelers.

**Task 3** – Chicken was a popular choice for this assignment, with very few candidates making dishes that included smoked or fresh fish. Complete main courses were prepared, cooked and served. Reference was made to a low income family and most presented sufficient quantities for four people. Some candidates failed to make and serve enough for 4 people. In some cases candidates only served one portion. Some candidates using fish did not avail of the opportunity to demonstrate a range of skills, such as how to skin the fish, in their assignment. Costing was generally well done but calculating the cost of the full meal was omitted in a minority of cases. Not heating oil sufficiently for sautéing was a common weakness in this task. Drinks included smoothies using a wide range of fruits and freshly squeezed orange juice.

**Task 4** – Both vegetarian diets and diets for obese young adults were equally popular. Candidates did not always show an understanding of their chosen diet in their analysis. When completing the analysis section of this task some candidates failed to link their reasons for choice of dish back to the brief. For example, some mentioned reasons such as “dish can be made within the time of the examination’ or ‘dish was within their own culinary capabilities’ but failed to state that the dish was low in fat and therefore suitable for an obese young adult. Menus were generally well done with the weaker candidates only investigating the main course of the menu. Candidates who failed to mention the starter/dessert in the analysis, planning /preparation and evaluation lost marks.

**Task 5** – Candidates tended to score very high marks in this assignment and examiners felt that students who completed this task showed a good level of skill. A small percentage of candidates failed to identify the occasion. Most candidates made very nice cakes and decorated them to a very high standard. Cupcakes with varying colours of icing were by far the most popular dishes presented for this task. Small cakes seemed to work much better than large cakes as they were cooled in time to decorate properly. Biscuits caused problems for some candidates who did not seem to know how thin to roll the mixture or the appropriate size to make. The most popular icings were glaze icing and butter icing with many candidates showing excellent skills when making and piping icing. Other candidates experienced difficulty with the glaze icing which was frequently too thin and in some instances candidates did not allow cakes to cool sufficiently before applying the icing. Some candidates used whipped cream or melted chocolate but showed very little skill when applying the cream/chocolate to the cake/biscuits. Many candidates go to extra expense with this assignment when there is no need to and decorated table with birthday party items e.g. serviettes, candles, hats etc.

**Task 6** – Some candidates failed to identify the culture of their choice but it could be deduced from dish selected. The most popular cultures selected were Italian, Indian & Chinese. Table setting was not always mentioned in the analysis but the setting was generally suitable for the menu chosen. Candidates who set the table at the beginning of the exam did better as they did not run out of time at the end or the dish was not getting cold while they were setting the table. Some candidates had the table pre-set before the exam, thereby losing marks under skills.

**Task 7** – All candidates prepared a dish high in fibre and investigated dishes high in fibre e.g. chicken stir-fry/curry served with brown rice, pizza with wholemeal base. Dishes were generally balanced. Fibre was usually incorporated through the use of wholemeal pasta and vegetables. In several instances where vegetable lasagne was made, the lasagne sheets were uncooked when served. Brown rice/pasta and wholemeal pastry was not always cooked fully either. Different varieties of smoothies were the most popular nourishing drinks chosen and candidates showed excellent skills in the use of blenders and smoothie makers. A weakness was making smoothies with numerous fruits, which took a long time to prepare. Candidates did not always evaluate the drink in their evaluations.

### 3.4 Conclusions

- high quality of teaching and learning was evident with large numbers of candidates achieving “A” grades in some centres
- candidates generally were very well prepared and demonstrated well practised skills and excellent presentation
- many candidates demonstrated a high level of dexterity in the use of food preparation equipment and excellent manipulative skills such as peeling, dicing, kneading and rolling. However, marks were often lost because the task was not analysed properly.
- candidates have a difficulty with Evaluations in both Food and Culinary Skills and Optional Study Project Work. In some instances it was evident that candidates were inhibited by poor literacy skills in carrying out their evaluations. In other instances, candidates do not allow sufficient time during the examination to complete evaluations.
- candidates who followed their work plans prepared, cooked, served and evaluated their task within the allocated time
- the dishes selected by some candidates did not give them sufficient opportunity to demonstrate their level of skill and did not allow them to make effective use of the time available for the examination
- poor choice of dish/es resulted in some candidates having too little to do during the examination
- temperature control (especially with gas cookers), timing and accurate judgement posed difficulties for some candidates
- high standards of safety and hygiene were generally in evidence

### **3.5 Recommendations to Teachers and Students**

#### **3.5.1 Recommendations to Teachers**

**Teachers should:**

- be familiar with the Junior Certificate Home Economics Syllabus and Guidelines
- begin familiarising students the design brief model in 1st Year, emphasising key factors e.g. analysis, solution, evaluation etc. This process should continue through to 3rd Year
- be familiar with task briefs each year and note significant changes
- encourage students to read the tasks carefully and analyse all aspects
- allow students to show imagination and to choose individual dishes appropriate to the student's ability
- draw students' attention to the importance of choosing dishes appropriate to the task e.g. high in fibre, low in fat etc.
- raise student awareness through ongoing comparisons between relevant homemade varieties and commercial varieties of products, with reference to nutritive value, taste, cost etc.
- advise students to select dishes/solutions for the tasks which allow sufficient opportunity to demonstrate their skills and be gainfully occupied for the full duration of the examination
- encourage candidates to carry out written critical evaluations as an integral part of practical classes
- emphasise to students the importance of critically evaluating their own work on an ongoing basis so that they don't see evaluation as purely associated with the examination. Evaluation exercises should form part of cookery classes from First Year
- provide opportunities for students to practice food presentation skills and the preparation of simple garnishes
- continue to emphasise the importance of safe and hygienic work practices
- encourage the use of small electric appliances during practical classes

- ensure that cookers and other equipment are in good working order for the examination
- advise candidates not to portion food for serving unless requested to do so
- remind candidates to provide a bowl of water and cutlery for the examiner's use
- remind students of the importance of good time management
- should encourage students to choose less expensive ingredients.

### **3.5.2 Recommendations to Students**

#### **Students should:**

- not wear jewellery during the examination
- have long hair tied back
- have a detailed work plan and follow it
- weigh and measure ingredients accurately
- have written list of equipment, serving dishes and table setting equipment
- avoid over preparation e.g. peeling, chopping vegetables, grating cheese, making breadcrumbs etc.
- avoid over use of convenience products
- not waste food
- avoid over handling foods
- be familiar with cooker management and pay attention to oven temperatures
- exercise good time management - make full use of time during the examination – select dishes that fully utilise the full duration of the examination and demonstrate a variety of skills
- allow sufficient time in work plans for completing the evaluation of the task
- use a simple garnish on their dish

- time dishes in the oven carefully
- keep the units tidy and carry out wash-up during the examination
- not waste food - store excess ingredients correctly
- taste food and adjust seasoning before serving.

## 4. OPTIONAL STUDY PROJECT WORK

### 4.1 Introduction

Each candidate is required to complete a project chosen from one of the three following areas:

- Childcare
- Design and Craftwork
- Textile Skills

The optional study project work, which represents 15% of the total examination at both Higher Level and Ordinary Level, is examined in school by examiners appointed by the SEC. There is no level differentiation in the assessment of the project work. All candidates are marked out of a total of 100 marks and the marks of candidates are adjusted in line with the 15% weighting at a later stage.

**Table 6: Number and percentages of candidates presenting project work in each option in 2012.**

Optional Study Project Work			
Year	Option	No. of Candidates	%
2012	Childcare	3589	17
	Design and Craft	17265	81.3
	Textile Skills	382	1.7
<b>TOTAL</b>		21236	100

### 4.2 Childcare

#### 4.2.1 Performance of Candidates

**Table 7: Percentages of candidates achieving each grade in the Childcare option from 2009 to 2012. (These figures are based on returns from Advising Examiners).**

Childcare								
Grade								
Year	A	B	C	D	E	F	NG	TOTAL
2009	25.8	33.3	23.6	12.8	3.7	0.7	0.1	100
2010	25.4	31.6	26.2	12.9	3.2	0.6	0.1	100

<b>2011</b>	25.2	31.9	25.8	12.6	3.4	0.9	0.1	100
<b>2012</b>	27.2	33.4	23.6	12.0	2.8	0.9	0.1	100

**Note:** *The grades here are indicative only. The grades awarded to candidates in Junior Certificate Home Economics are computed from the combined results of the relevant components completed by candidates.*

The wide range of Childcare projects presented for examination in 2012 included the following topics and related themes:

- case studies on the physical, emotional, and social development of children at various stages of their formative years (and comparisons made with milestones)
- importance of diet in a child's development.
- the development and care of deciduous teeth
- footwear and its impact on the physical development of a child
- speech related topics
- sight related topics
- the effects of smoking, alcohol and drugs on a baby
- the effects of modern technology on children
- the effects of dyslexia on a child's life
- benefits of breastfeeding
- childhood obesity
- ADHD, Aspergers Syndrome, Asthma, Cerebral palsy, Crohn's disease, Cystic Fibrosis, Diabetes, Down's Syndrome, Dyspraxia, Epilepsy, Infantile spasm, Juvenile arthritis, Spina Bifida, Whooping cough - the effect of these conditions on a child's development
- how crèches/playschools/nurseries/preschool/Montessori influences the development of a child
- the importance of play in a child's development
- toy safety and safety in the home.

#### **4.2.2 Analysis of Candidate Performance**

The detailed analysis of candidates' performance in the different aspects of this examination is best read in conjunction with the marking scheme and marking criteria attached in Appendix 2.

#### **General**

The standard of project work varied from centre to centre and within centres. The majority of projects ranged from good to excellent and were clearly focused on some aspect/s of child

development in the formative years. The higher grades were achieved by candidates who followed the information in the guidelines and marking scheme. The majority of projects were well organised with a table of contents, aims, good research methods, content, conclusions and bibliography/acknowledgements. A significant number of projects were far too long and clearly exceeded the recommended 15% time allocation for this component. In a small number of cases, large amounts of material were downloaded directly from the internet or transcribed from books and leaflets with little or no attempt at analysing or interpreting the information or relating it to the topic. Some centres presented almost identical projects and in some instances it was evident that the work presented was not the candidate's own individual work.

**Aim of Project** – Aims were generally relevant and clearly worded. The better projects had well stated aims, which were relevant and focused on the development of the child. Candidates did better when topics chosen were narrow and specific such as “Speech in Toddler Years” and where aims were directly related to a particular type of development such as “To investigate the effect of speech on the social development of a child in its 2nd year”. This gave candidates a definite focus and very often the work that followed was well researched, to the point, relevant, interesting and original. A small number of projects had aims that were not related by the candidate to any aspect of child development as required. In some instances, the aims were too broad and incoherent

**Research Methodology / Problem Analysis** – Most candidates used a variety of research methods and there was evidence of some excellent research in much of the work submitted. Book titles were listed along with authors/publishers, internet site addresses were logged, magazines /leaflets/ brochures were sourced and researched, interviews/questionnaires were designed and recorded, and observations/case studies were planned and executed. Some observations were very well thought out, recorded and analysed. Some candidates displayed exceptional analytical skills for their age whilst other just carried out the research without much thought as to how they were going to use the information gathered. Some marks were lost when candidates did not name sources, when only one research method was used, where questionnaires included questions not relevant to the aims or where search engines rather than website addresses were given.

**Content** – Some candidates lost marks by focusing on a topic without linking it to a child's development. Generally, information presented was accurate and well organised, though some candidates included information not connected to their aims. The depth of treatment of the chosen topic was generally very good and excellent in some instances, especially where a variety of research methods had been used. A small number of projects contained identical content on

childcare in general with a few pages of the candidates own work on an individual child known to them. This practice is not to be recommended and almost inevitably limits the candidate's ability to earn marks.

**Conclusions** – Conclusions were sometimes weak or omitted by candidates. Many gave general conclusions or a summary of their project. Three points were often given but they were not always well developed or drawn from the information gathered or related to the stated aims.

**Originality** – The choice of topic and research methods directly influenced originality. Higher marks were achieved where candidates chose topics of interest to themselves and then used active research methodology such as observation of a child etc. Some candidates included excellent photographs and drawings along with work produced by children in their case study. Lower marks went to work where content was directly copied and pasted from the internet, cut out and stuck in from leaflets or taken directly from books. Where an entire class undertook projects on the same topic using the same resources it was difficult for the candidate to show originality.

**Presentation** – Projects were colourful, neat and easy to read. Most were typed, though hand written work is equally acceptable. Tables of contents and page numbers were included in most folders and work was correctly sequenced. Line drawings, photographs and graphs were used to very good effect.

### 4.3 DESIGN AND CRAFTWORK

#### 4.3.1 Performance of Candidates

**Table 8: Percentages of candidates achieving each grade in the Design and Craftwork option from 2009 to 2012.** (These figures are based on returns from Advising Examiners).

Design and Craftwork								
Grade								
Year	A	B	C	D	E	F	NG	TOTAL
2009	28.7	37.7	21.1	8.8	2.7	0.8	0.1	100
2010	28.8	40.8	19.5	7.6	2.5	0.8	0.1	100
2011	28.2	39.4	20.8	8.2	2.4	0.8	0.1	100
2012	29.4	39.9	19.4	7.9	2.4	0.8	0.2	100

**Note:** The grades here are indicative only. The grades awarded to candidates in Junior Certificate Home Economics are computed from the combined results of the relevant components completed by candidates.

The wide range of Design and Craftwork projects presented for examination in 2012 included the following crafts and products:

CRAFTS	PRODUCTS
Appliqué	Aprons
Batik	Baby Blankets
Beading	Baby floor mats
Crochet	Bags
Cross stitching	Bean bags
Embroidery: hand, machine, chicken scratching	Belts
Fabric painting	Book covers
Felting	Canvas pictures
Knitting	Christmas stockings
Latch hook rug making	Cot bumpers
Mountmelick work	Cushions/Cushion covers
Patchwork	Dog beds
Quilting	Draft excluders
Rag rug making	Egg cosies
Sequencing	Floor cushions and mats
Soft toy making	Floor mats
Tapestry	Framed pictures
Tie dying	I-Pad covers
Trapunto	Knitted cardigans/jumpers, scarves, etc

### **4.3.2 Analysis of Candidate Performance**

The detailed analysis of candidates' performance in the different aspects of this examination is best read in conjunction with the detailed marking scheme and marking criteria attached in Appendix 3.

#### **General**

Once again a large majority of the candidates chose this option and produced a vast variety of crafts, designs and products. The level of creativity and standard of work varied from centre to centre and from group to group within a centre. Unusual choices such as Mountmellick embroidery and lace were of an exceptionally high standard, very well executed and presented.

The highest marks were achieved where candidates followed the design process to produce creative, original work and a craft item suited to their individual craft strengths and ability. Those who did not achieve high grades presented folders lacking in logical order and cohesiveness, had a very vague brief or showed poor analysis of the brief, failed to identify the key requirements or to investigate alternative solutions and produced little evidence of design. Some candidates gave a list of possible items that could be made with no reference to craft skill. Unfortunately, some very similar and derived materials were presented in folders particularly under the heading of identification of key requirements, investigation/alternate solutions and work plan.

#### **DESIGN FOLDER**

**Problem and Analysis** – The design process was followed by the majority of candidates. Many folders ranged from good to excellent in standard though examiners were concerned that standards may be slipping in some areas. A statement of brief was always given though in some cases the brief was so specific as to limit the students in their investigation, e.g. design and make an embroidered cushion cover. Key requirements were not always understood or covered in sufficient detail and analysis of the brief was too general in some instances.

History of craft were explored by many candidates although it is only required when students choose to make a traditional craft such as a lace doyley where a pattern is used and unaltered. In this situation it takes the place of drawings/patterns, under solution.

Possible solutions lacked detail and diagrams were in many cases not labelled to indicate stitches, craft work or colour. Some candidates only suggested ideas for investigation of alternative solutions

and did not develop their answers or sketch diagrams/drawings. Some gave lists of crafts and products but did not relate them to designs whilst others listed products and drew pictures of them but did not mention craft work. Some students did not name/draw any possible solutions but included pictures of a product from a catalogue or the internet without explaining how the image would be adapted or scaled to suit the item to be made.

**Solution** – Some candidates presented excellent detailed drawings but in many cases there was poor evidence of designs, drawings, diagrams and templates/patterns. Adaptation of patterns was not always clear and many candidates did not include the designs from which they worked even though pattern pieces were obviously used. Most included lists of equipment and materials. Some of the weaker attempts did not include details on how the item was to be made or explain how to do the craft. Some candidates kept an excellent week by week account of what they did but other work plans lacked detail specific to the individual student’s design, craft and product. Where hand stitched appliqué was used candidates gave great detail on how to do the embroidery stitch/s used but often neglected to include details of the appliqué technique.

**Evaluation** – Some evaluations lacked details, failed to explain how the brief was met and gave no critical appraisal of the item. These evaluations were descriptive rather than a critical appraisal of the chosen craft, design or the finished product. Other evaluations were only a sentence or two e.g. “I enjoyed doing my project because...” or consisted of ticking yes/no boxes after a series of questions. Where the design brief was detailed, evaluations tended to be more focussed and specific.

## **PRODUCT**

**Meeting the Brief / Suitability** – Many candidates got full marks under this heading. Their chosen solution met their brief and their choice of craft and materials were suited to the function of the item made. Incorrect use of polyester sewing thread for embroidery work and the use of lightweight poly cotton for felt appliqué and embroidery were occasionally seen and this impacted on quality and finish. Some craft work did not suit the function of the item made i.e. loose beads, poorly attached buttons, glued on sequins on a baby play mat.

**Application of Skills** –Skills varied from excellent to weak in standard. Many candidates produced work which had obviously taken well in excess of the recommended 15% time allowance to perfect and achieve. In some cases students used up to three crafts in the making of one item and all had to

be marked even if in a small number of cases one craft was not of the same excellent standard as the other two. Some candidates had not practised their craft sufficiently before using it to create the product.

Embroidery and cross stitch were the most popular crafts. Blanket, stem, chain, lazy daisy, whipping, seed, French knots, long and short stitch, stab and satin stitch were the main embroidery stitches used. An increase in popularity of knitting was noted by examiners this year.

Examiners reported seeing a small but significant amount of work which demonstrated insufficient skills i.e. it did not represent the amount of craftwork/functional stitching needed to merit 15% of a candidates overall mark in this subject. This was particularly evident where a candidate used a purchased or premade item e.g. a bought cushion cover, towel or tablecloth onto which the candidate applies a simple design. Some candidates transferred their chosen design onto fabric using fabric crayons and an iron. This was done poorly in some cases as the colour did not stay within the lines which in turn affected the quality of the product.

**Design Features** – Most items produced were aesthetically pleasing with great attention paid to colour and design. They showed creativity, flair and individuality. Having a basic knowledge of the colour wheel enabled students to match and co-ordinate their colour selection which enhanced the finished product. In some cases, where there was a lack of design drawings and patterns, marks were lost due to lack of evidence of design input. Commercially bought kits and cartoon characters also resulted in a loss in marks where a candidate did not show adaptation of the design.

**Quality of Product** – Standards ranged from weak to excellent. The most commonly seen faults were corners not pulled out, pencil marks showing, grubby fabric, poor pressing, fabric not stretched before framing, loose threads, tacking left in and cuts in fabric. Where work was unfinished there was generally very poor application of skill also. Candidates should be reminded not to take on an overly complicated project which they will not be able to finish.

#### 4.4 TEXTILE SKILLS

##### 4.4.1 Performance of Candidates

**Table 9: Percentages of candidates achieving each grade in the Textile Skills option from 2009 to 2012. (These figures are based on returns from Advising Examiners)**

Textile Skills								
Grade								
Year	A	B	C	D	E	F	NG	TOTAL
2009	35.2	47.6	11.3	4.3	0.3	1.3	0.0	100
2010	35.8	43.5	17.0	2.5	1.2	0.0	0.0	100
2011	38.4	45.8	12.0	2.5	0.9	0.0	0.0	100
2012	41.4	39.0	11.3	7.3	1.0	0.0	0.0	100

**Note:** The grades here are indicative only. The grades awarded to candidates in Junior Certificate Home Economics are computed from the combined results of the relevant components completed by candidates.

The range of Textile Skills projects presented for examination in 2012 included the following products and processes:

GARMENTS	PROCESSES
Baby dresses	Buttonholes
Baby jumpsuits	Collars
Children's pinafores	Darts
Dresses - baby/child/teenager	Faced casings for waistbands
Dungarees	Facings
Strappy dresses	Pleats
Shorts	Pockets
Skirts	Rouleau loops
Waistcoats	Sleeves
Waistbands	Zips

#### **4.4.2 Analysis of Candidate Performance**

The detailed analysis of candidates' performance in the different aspects of this examination is best read in conjunction with the detailed marking scheme and marking criteria attached in Appendix 4.

##### **General**

The standard of skills demonstrated in relation to the textiles option was generally very good to excellent. Some excellent garments were presented with the required number of processes and with good support study folders. All candidates in some centres achieved A grades. In some instances garments which were made and finished to a very good standard were presented without support study folders, resulting in a loss of marks for the candidates concerned.

##### **ITEM/S OF CLOTHING**

**Suitability** – The choice of materials, fabric, pattern and sewing processes were very suitable to the item of clothing presented in most cases. There was also evidence of a lot of personal input on the part of the candidates who added features such as pockets or trimmings to their selected garments. Many candidates made excellent use of the sewing machine and the sewing processes chosen were suitable in most cases. In a small number of instances materials and fabric chosen were not appropriate for the function of the garment or proved too difficult for candidates to work with, given their level of skill. Sometimes whole class groups used the same pattern and material, with only minimal variation on the part of individual candidates.

**Application of Skills** – Skills demonstrated were generally of a very good standard. It was clear that some items presented demanded more than the recommended 15% time allocation. Most candidates carried out the two processes demanded in addition to those required as part of basic garment construction. However, a small number of candidates only used one process and therefore some marks were lost. The seams and hems of the clothing items were generally very well finished. The type of hemming ranged from machine sewn to hand stitched with slip hemming. The quality of slip hemming varied – some were excellently done but some were very visible from the outside. Some students had excellently finished and matched facings while others showed evidence of poor measuring. The insertion of zips was also variable – many of them did not match at the top and some showed puckering around the bottom of the zip. Most skirts had darts, which were well sewn but some needed to be pressed better. Some students presented garments with a matching accompanying item such as a handbag or scrunchie.

**Design / Fashion Features** – The items made were generally very fashionable, aesthetically pleasing and very well finished. Many students used bows, embroidery and sequins to individualise their work. Examiners commented favourably on candidates' application of design principles and attention to fashion appeal. Garments made for either teenagers or children were in keeping with current fashion trends, and were colourful, practical and hardwearing.

**Quality of Product/s** – Garments were generally clean, well pressed, finished to a high standard and wearable. In a minority of instances, unfinished items were presented, threads were not finished off and parts of the garments were somewhat grubby. Almost all items presented were finished and wearable. In one centre, garments were presented beautifully pressed on hangers on a clothes rail.

### **SUPPORT STUDY FOLDER**

The support folder for all projects was generally good or very good. They were well set out, organised and sequenced. Many were very creative and it was evident that a lot of time and care went into completing them. Most candidates made reference to five key areas including factors determining choice and evaluation. Weaker folders had factors to consider that were too generic, work plans comprising vague descriptions of the stages involved in the production process and evaluations which were incomplete or poorly attempted. Many students did not refer to fit and finish in their evaluation. The practice of filling in the folder as they made the garment was commended by examiners.

## 4.5 Conclusions

- projects presented were generally of a high standard
- many candidates demonstrated excellence in the areas of Textile Skills and Design and Craftwork
- very many candidates had clearly exceeded the recommended 15% time allocation for this examination component
- the presentation of garments which did not include two processes, the use of unmodified commercial kits/patterns to make craft items and childcare projects based on one research method suggests that some candidates were not aware of the examination requirements
- in Design and Craftwork, some candidates chose products which did not allow them demonstrate sufficient skill in the craft area
- a significant number of candidates did not fully research their brief or present sufficient details of the design process
- there was evidence of transcription from leaflets, books and the Internet in the case of some of the written work presented. In some instances the sources of these materials were not credited
- in a small number of cases whole centres presented almost identical projects and in some instances it would appear that the work presented was not the candidate's own individual work.

## **4.6 Recommendations to Teachers and Students**

### **4.6.1 Recommendations to Teachers**

#### **Teachers should**

- familiarize themselves with all relevant examination documentation and make students aware of the requirements before they commence work on the optional study project
- encourage students to use their own initiative in selecting and carrying out project work with the appropriate level of teacher guidance and support This encourages creativity and originality
- encourage students to select project work that can be completed within the 15% time allocation
- advise students that Childcare projects should not exceed the 1500 word limit. Emphasis should be on the quality and relevance to the aims
- advise students that information gathered in Childcare projects must be clearly linked to the development of a child in the formative years
- encourage students undertaking the Design and Craftwork option to use the design process from the outset of the project. The practice of compiling support study folders after the item is made should be discouraged
- advise students that final design solutions must be included in the folder
- advise students regarding the choice of craft - crafts should be chosen with the student's level of ability in mind and practiced by the student before commencing on the item which will be presented for examination
- advise students not to copy large amounts of information from websites, leaflets and books
- develop students ability to draw conclusions from the results of investigations as part of normal teaching practice
- encourage students to critically evaluate their own work on an ongoing basis.

#### **4.6.2 Recommendations to Students**

##### **Students should**

- read examination documentation, including the guidelines, marking schemes etc. before commencing project work
- use their own initiative in selecting and carrying out project work under the direction of the teacher. This encourages creativity and originality
- select project work that can be completed within the 15% time allocation
- adhere to the 1500 word limit in the case of childcare projects
- clearly link information gathered in Childcare projects to the development of a child in the formative years
- follow the design process from the outset when undertaking the Design and Craftwork project.
- include final design solutions in the folder
- choose crafts which are within his/her level of ability in mind and practice the craft before commencing on the item being presented for the exam
- avoid copying large amounts of information from websites, leaflets and books
- practice drawing conclusions from the results of investigations
- critically evaluate own work on an ongoing basis
- complete coursework in accordance with the conditions set down by the SEC.

## 5. Ordinary Level Written Examination

### 5.1 Introduction

The examination paper has two sections:

#### Section A (80 marks)

This section contains 20 short answer questions based on the five areas of study of the syllabus core. Candidates are required to answer 16 questions in the spaces provided on the examination paper. All questions in this section carry equal marks.

#### Section B (160 marks)

This section comprises six long answer questions based on the five areas of study of the syllabus core. Candidates are required to answer four questions in the spaces provided on the examination paper. All questions in this section carry equal marks.

The following detailed analysis of candidates' performance in the different sections of the examination is best read in conjunction with the examination paper and published marking scheme, which can be downloaded from [www.examinations.ie](http://www.examinations.ie).

### 5.2 Performance of Candidates

Table 10 show the percentage of candidates achieving each grade in Ordinary Level Home Economics written examinations from 2009 to 2012.

**Table 10: Summary of the results (%) obtained in the Ordinary Level written examination 2009 to 2012.**

Year	Total	A	B	C	A B C	D	E	F	NG	E F NG
2009	4922	10.00	36.6	34.0	80.7	14.6	3.4	1.1	0.3	4.8
2010	4722	10.5	34.2	32.8	77.4	16.8	3.7	1.6	0.4	5.8
2011	4495	9.5	35.6	34.9	80.0	15.2	3.3	1.3	0.2	4.5
2012	4438	9.3	36.1	34.5	79.9	15.4	3.1	1.3	0.3	4.7

*Note: The Grades here are indicative only. The grades awarded to candidates in Junior Certificate Home Economics are computed from the combined results of the relevant components completed by candidates.*

### **5.3 Analysis of Candidate Performance**

#### **Section A – Short Answer Questions (80 marks)**

All candidates attempted the mandatory sixteen questions with a significant number answering all or part of the twenty questions. The average mark gained was 56.32 (70.4%). The standard of answering varied from very good to quite weak. Few candidates attained full marks, as parts of questions were omitted or answered incorrectly. The questions relating to nutrition and food topics generally presented the greatest challenge for candidates.

#### **Questions that were well answered in Section A**

- Q. 2** This was a very popular question. Most candidates achieved full marks.
- Q.4.** This was a popular question answered correctly by the majority of candidates who attempted it.
- Q.8** The majority of candidates were able to suggest two methods of advertising. The standard of answering here was very good to excellent.
- Q.10** This was a popular question. Most candidates who attempted this question achieved full marks.
- Q.13** The standard of answering was very good to excellent with the majority of candidates achieving full marks.
- Q.14** The standard of answering was very good to excellent and the majority of candidates achieved full marks.
- Q.16** The majority of candidates had an understanding of water pollution but a full correct explanation was rarely given.
- Q.17** The standard of answering here was very good to excellent with the majority of candidates scoring full marks.
- Q.19** The standard of answering here was very good to excellent with the majority of candidates scoring full marks.

## Questions that were poorly answered in Section A

- Q.1** Some candidates did not understand healthy eating guidelines. Candidates who attempted this question rarely scored full marks.
- Q. 3** Some candidates were unable to match the method with the bread or cakes.
- Q. 5** The definition of ‘accompaniment’ was better answered than the definition of ‘batter’.
- Q. 6** Some candidates misread the word ‘receipt’ for ‘recipe’.
- Q. 7** This was a very popular question. However, many selected the incorrect answer, or ticked all three boxes.
- Q. 9** The majority of candidates referred to an electrical appliance or safety without knowing the correct meaning of the symbol.
- Q.11** Part (i): Many candidates were unable to write a clear function for ‘antiperspirant’.  
Part (ii) ‘dental floss’ was much better answered.
- Q.12** This *true* or *false* question was very accessible to candidates. However, many selected the incorrect answer for ‘peer pressure’.
- Q.15** Many candidates omitted this question. The majority of candidates did not recognise this symbol as a consumer symbol. The few candidates who attempted this question were awarded full marks.
- Q.18** This *true* or *false* question proved very difficult for candidates.
- Q. 20** Many candidates were unable to ‘suggest one way of preventing the colour of a garment fading’. Many candidates misinterpreted the question and suggested using ‘colour catcher’.

## Section B – Long Answer Questions (160 marks)

**Table 11: Response rate and Average mark per Question in Section B**

*(based on an analysis of the results of a Random Sample of 20 scripts from each examiner).*

Question	Response Rate	Popularity Rank Order	Average Mark
1	87	3	21
2	91	2	24
3	93	1	26
4	50	6	23
5	75	4	25
6	52	5	24

## **Question 1**

*Response rate: 87.27%*

*Average Mark: 52.5%*

*This was the third most popular question.*

Examiners reported that the overall standard of answering was weak.

- (b) Many candidates did not understand why fruit should be included in the diet. Candidates gave answers such as 'for vitamins' or 'for energy'
- (c) This section was well answered by candidates with the majority giving a different use for each of the fruits listed.
- (d) This section was poorly answered as very few candidates gave three guidelines and candidates often gave short answers, 'size', 'buy in season' and 'sell by date' were most often mentioned.
- (e) In many instances there was no depth of knowledge illustrated in this answer. A 'change in texture' was the most popular answer but often couched in different terms

## **.Question 2**

*Response rate: 90.90%*

*Average Mark: 60%*

*This was the second most popular question.*

- (a) The majority of candidates listed three reasons for cooking food. The most common answers given were to 'destroy bacteria' or 'for better flavour'.
- (b) This section was well answered by candidates. Examiners stated that the majority of candidates who attempted this section got full marks.
- (c) The majority of candidates gave one disadvantage. There was generally some reference to fat or cholesterol.
- (d) Candidates linked 'health' with 'steaming' but gave very little information.
- (e) Candidates used their own experience in answering this section and gave three detailed guidelines to be followed when using a microwave.

### Question 3

*Response rate: 93.18%*

*Average Mark: 65%*

*This was the most popular question.*

- (a) The words 'goods' and 'services' created a problem for some candidates. Many candidates gave one word answers.
- (e) This section was exceptionally well answered and the majority of candidates were awarded full marks. Candidates had a clear understanding of the difference between 'needs' and 'wants'.
- (f) Many candidates did not give two reasons for packaging.
- (g) Candidates only gave one disadvantage and their answers usually referred to the environment.
- (h) The term 'recycle' was the most popular answer here.

### Question 4

*Response rate: 50%*

*Average Mark: 57.5%*

*This was the least popular question.*

- (a) Many candidates failed to identify four organs of the female reproductive system
- (b)
  - (i) Few candidates defined ovulation correctly
  - (ii) Examiners stated that many candidates confused the term 'menopause' with the term 'menstruation'.
- (c) Very few candidates labelled the diagram correctly.
- (d) This section was well answered by those candidates who choose this question.
- (e) It was noted that candidates knew why responsible sexual behaviour was important.

### Question 5

*Response rate: 75.45%*

*Average Mark: 62.5%*

*This was the fourth most popular question.*

- (a) Many candidates had difficulty with this part of the question and instead of listing the causes of accidents they just listed various accidents that can happen in the home. A minority of candidates gave good detailed answers.
- (b) The majority of candidates did not link the accident named at (a) and consequently lost marks in this section.

- (c) Examiners reported that the answers in this part were generally excellent.
- (d) The majority of candidates answered this section very well, with a minority of candidates giving vague answers e.g. “cream/wipes/spray”.
- (e) The concept of ‘fire drill’ was understood by candidates, however, many found it difficult to explain its importance.

### **Question 6**

*Response rate: 51.81%*

*Average Mark: 60%*

*This was the fifth most popular question.*

- (a) Some examiners noted that *‘diagrams were nicely drawn and some beautifully coloured in’*, while other examiners stated diagrams were *‘microscopic’*. Descriptions were poor and many candidates failed to mention the design and decorative features of their outfit. A minority of candidates misinterpreted this section of the question and sketched cushions/wall hangings.
- (b) Poor answers were given for the reasons why a colour scheme is important when designing an outfit.
- (c) The majority of candidates named a fabric suitable for their outfit.
- (d) The majority of candidates suggested several accessories and jewellery was the most popular suggestion.
- (e) Examiners reported that candidates generally had difficulty with this section.

## 5.4 Conclusions

- in Section A (short answer questions) almost all candidates attempted the required 16 questions, with a significant number attempting all or parts of the 20 questions. Most candidates gave short factual answers
- there was a variation in the standard of answering in Section B and the candidates who read the questions carefully and gave focused and detailed answers scored well
- the majority of candidates attempted the required 4 questions, however many candidates answered all 6 questions. The latter practice does not guarantee a better result as candidates tend to pick and choose parts within questions, frequently omitting parts and thus lowering their overall mark
- some candidates omitted parts of questions in each of Sections A and B. This reflected adversely on their final grades
- some of the terminology used in questions posed difficulties for some candidates. The term '*what information does this symbol give to the consumer*' or '*explain what is meant by*', for instance, was frequently interpreted as a requirement to give a one word answer
- some inaccurate answering would suggest that not all candidates read the questions carefully. In such instances answers did not address exactly what was asked in the question nor did they include the required detail
- some candidates' writing was difficult to read
- candidates lost marks for answers which were not sufficiently developed. Candidates require further guidance and practice in giving more detailed answers and developing points of information when answering questions, particularly in Section B.

## 5.5 Recommendations to Teachers and Students

### 5.5.1 Recommendations to Teachers

#### Teachers should:

- impress upon students the importance of having a detailed knowledge of all areas of the syllabus core areas of study in order to score well in Section A. Students who achieve high marks in Section A tend to attain a high grade overall
- familiarise themselves with the published marking schemes and the Chief Examiner's Report. These are available on the State Examinations Commission website.  
[www.examinations.ie](http://www.examinations.ie).
- emphasise an integrated approach to teaching and learning topics since examination questions are cross linked
- emphasise the importance of reading questions carefully in order to answer accurately
- encourage the practice of reading over answers before proceeding to the next question
- emphasise the importance of time management in order to ensure that the required number of questions are answered
- explain to students that it is better to complete the required number of questions from each section than to waste time completing parts of excess questions which are then disallowed
- emphasise the importance of including adequate development or explanation when answering questions
- remind candidates to write their examination number clearly on the examination paper and to allow for ten minutes at the end to read over their answers and amend as necessary

## 5.5.2 Recommendations to Students

### Students should:

- choose the level of examination with care so as to ensure that it is appropriate to their level of achievement
- practise answering questions from past examination papers to ensure that the key aspects of questions are understood and that answers are well developed and focused
- be able to distinguish between commonly used question command words e.g. list, give, evaluate, describe, different, outline, function, causes etc.
- practise answering the different question types. In Section A, answers should be factually accurate and clearly explained where required. In Section B, students should be familiar with the different types of charts and diagrams that are generally used
- be aware that they can only be credited with marks for the required number of questions
- read all parts of examination questions carefully and underline or highlight key words
- not spend too much time answering Section A at the expense of the more heavily weighted long answer questions in Section B
- give detailed points of information where required and avoid one word answers, particularly in Section B
- use the information given in the questions to maximum advantage e.g. labels, diagrams, sketches
- familiarise themselves with the published marking schemes and the Chief Examiner's Report to assist them in preparing for examinations. These are available on the State Examinations Commission website. [www.examinations.ie](http://www.examinations.ie).

## 6. Higher Level Written Examination

### 6.1 Introduction

The examination paper has two sections:

#### Section A (80 marks)

This section contains 24 short answer questions based on the five areas of study of the syllabus core. Candidates are required to answer 20 questions in the spaces provided on the examination paper. All questions in this section carry equal marks.

#### Section B (220 marks)

This section comprises of 6 long answer questions based on the five areas of study of the syllabus core. Candidates are required to answer 4 questions. All questions in this section carry equal marks.

The detailed analysis of candidates' performance in the different sections of the examination which follows, is best read in conjunction with the examination paper and the published marking scheme, which can be downloaded from [www.examinations.ie](http://www.examinations.ie).

### 6.2 Performance of Candidates

**Table 12: Summary of the results (%) obtained in the Higher Level, Written Examination from 2009 to 2012.**

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2009	14402	14.2	31.4	31.8	77.5	17.5	4.0	0.9	0.1	5.0
2010	15170	14.1	36.8	31.6	82.5	14.2	2.8	0.5	0.0	3.3
2011	16025	14.0	32.6	31.9	78.5	17.2	3.8	0.5	0.0	4.3
2012	16932	14.4	36.8	31.2	82.4	14.2	3.1	0.4	0.0	3.5

**Note:** The grades here are indicative only. The grades awarded to candidates in Junior Certificate Home Economics are computed from the combined results of the relevant components completed by candidates.

### **6.3 Analysis of Candidate Performance**

#### **Section A – Short Answer Questions (80 marks)**

The average mark scored in Section A was 63 compared with 60 in 2011. 90% of candidates attempted at least twenty questions and 58% scored 60 marks or more in Section A as compared with 44% in 2011. Questions 20 to 24 were the least popular questions. The highest mark scored was 80 and the lowest was 14.

#### **Questions that were well answered in Section A**

- Q.1** This question was well attempted and many candidates were awarded full marks. Most candidates referred to cost, nutritional value, special diets and religion. Marks were lost when candidates listed texture, smell, appearance and taste as four separate points. Common incorrect answers were; ‘if the food is cheap’ or ‘the shop where it is bought’.
- Q.2** Most candidates had no difficulty in naming four high biological protein foods. Candidates gave meat, fish, eggs, milk and cheese as most frequently correct answers. Other less popular answers were soya and TVP. Some named four different meats and lost marks.
- Q.4** Most candidates were awarded 4 marks for this question. Four correct food additives were generally given with colourings and sweeteners being the most commonly named. Popular correct answers were ‘sugar’ and ‘salt’. Some candidates referred to ‘preservatives’, ‘emulsifiers’ and ‘sweeteners’.
- Q.6** This question was well answered with most candidates giving two correct effects of cooking on fish, e.g. ‘protein coagulates’, ‘bacteria is killed’, ‘vitamin B is destroyed’ and ‘it breaks up easily’.
- Q.7** Candidates demonstrated good knowledge of marketing techniques. Popular correct answers included: ‘placing luxury goods at eye level’ and ‘essential goods at the back of the supermarket’. Marks were lost where points were repeated e.g. ‘two for the price of one’, ‘buy one get one free’.
- Q.15** Most candidates achieved 3 out of 4 marks for this question. Items suitable for composting were generally correctly listed. A small number of candidates, however, named four different vegetables or four different fruits and so lost marks.
- Q.20** Most candidates achieved 4 marks, demonstrating a good knowledge of the functions of clothing.

**Q.23** Many candidates achieved 3 out of 4 marks for this question. Candidates generally had a good knowledge of the properties of textiles. However, 'comfortable', 'colour' and 'glitter' were frequently given incorrectly as properties.

#### **Questions that were poorly answered in Section A**

**Q.5** Part (ii) In this question candidates consistently omitted suggestions of foods suitable for poaching.

**Q.9** Candidates recognised the guaranteed Irish symbol but rarely made reference to the fact that it is also a quality symbol. The name of items on which it is found was generally correct.

**Q.10** Part (ii) A correct explanation of loss leader was rarely given.

**Q.12** Part (i) Only a small percentage of candidates gave a correct explanation for embryo. This section of the question was often omitted.

**Q.22** This was one of the least attempted questions in Section A. Very few candidates managed to explain the function of any of the pattern markings. A notch or dart was mentioned in some answers but no function given.

**Q.24** This was a very poorly attempted question.

## Section B – Long Answer Questions (220 marks)

Only 3% of candidates did not attempt the required four questions from this section and 28% attempted more than the required four questions.

**Table 13: Response rate and Average mark per Question in Section B**

*(based on an analysis of the results of a Random Sample of 20 scripts from each examiner).*

<b>Question</b>	<b>Frequency of Attempts (%)</b>	<b>Popularity Rank Order</b>	<b>Average Mark</b>
<b>1</b>	<b>77</b>	<b>3</b>	<b>41</b>
<b>2</b>	<b>88</b>	<b>1</b>	<b>40</b>
<b>3</b>	<b>83</b>	<b>2</b>	<b>39</b>
<b>4</b>	<b>66</b>	<b>4</b>	<b>34</b>
<b>5</b>	<b>65</b>	<b>5</b>	<b>42</b>
<b>6</b>	<b>45</b>	<b>6</b>	<b>38</b>

### Question 1 (55 marks)

*Response rate: 77%*

*Average Mark: 74.55%*

*This was the third most popular question.*

- (a) A significant number of candidates, who received an A or B grade, achieved high marks for this part because the standard of their evaluation of the Fruit Smoothie Drink was excellent. Examiners reported that a significant number of candidates referred to calcium, water, Vitamin D plus their functions in the diet. Some candidates tabulated their answer and generally these candidates referred to at least six nutrients.
- (b) The vast majority of candidate achieved 2 marks for correctly stating that no fat or nutrients had been removed from ‘whole milk’. The majority of candidates had a good knowledge of pasteurisation. A small percentage of answers included the time and temperature used for pasteurisation. The most popular correct answer was ‘to kill bacteria’. However, a few candidates incorrectly gave the definition and explained the process of homogenization.
- (c) GDA – this term was frequently incorrectly explained and often omitted. Some candidates referred to RDA. Most who attempted this part of the question got 4/8 marks.

- (d) The majority of candidates correctly suggested more than the required three ways to make up the five-a-day. Some candidates incorrectly suggested five dairy foods as the five-a-day.
- (e) A large percentage of candidates achieved full marks and the most commonly named dairy products were cheese and yoghurt. Milkshakes, flavoured milks and ice cream were the most popular incorrect answers.
- (f) The majority of candidates gained full marks here. Popular correct answers for the uses of milk included; 'in baking' and 'making sauces'. Most candidates gave full explanations i.e. making a roux for white sauce.

## **Question 2 (55 marks)**

*Response rate* 88%

*Average Mark:* 72.7%

*This was the most popular question attempted by candidates.*

- (a) The majority of candidates gave correct reasons as to why breakfast is important. Repetition of points resulted in marks being lost.
- (b) Most candidates achieved full marks for this part, demonstrating a very good knowledge of nutrition by giving well qualified nutritional guidelines, referring to nutrients and their function as well as general and correct guidelines, such as; 'consider likes and dislikes', 'special diets', and 'time available'.
- (c) (i) Most candidates achieved 12/15 marks for the three menus. Marks were lost for the format or because the menus did not have three of the four food groups.  
(ii) The majority of candidates gave nutritional reasons and answered very well. They mentioned a nutrient and the source in their menu or its biological function.
- (d) The majority of candidates achieved full marks by including reference to the healthy eating guidelines. Popular correct answers included 'increase fibre', 'cut down on sugar' and 'avoid convenience foods'.

### **Question 3 (55 marks)**

*Response rate: 83%*

*Average Mark: 70.9%*

*This was the second most popular question.*

- (a) (i) The majority of candidates gave a correct definition for a consumer. Marks were lost if there was no reference to services as well as goods.  
(ii) Examples of services achieved full marks. Most popular correct answers included; hairdressers, electrician, plumber and supermarkets. The Ombudsman and the CAI were also correctly named as services.
- (b) Some candidates had difficulty in distinguishing between a right and a responsibility. Other difficulties included repeating the same point or listing generic points.
- (c) (i) The majority of candidates achieved full marks for this part of the question.  
(ii) Answers to this part of the question varied greatly among candidates. Advantages were generally well answered. However, marks were lost for incorrect disadvantages e.g. some candidates confused a laser card with a credit card and stated that a bill came at the end of the month.
- (d) The majority of candidates who named a consumer law also correctly stated how it protects the consumer. The most popular consumer law named was the 'Sale of goods and Supply of Services Act 1980' but in some cases the wrong information relating to this Act was given.

### **Question 4 (55 marks)**

*Response rate: 66%*

*Average Mark. 61.82%*

*This was the fourth most popular question.*

- (a) (i) Most candidates gave an acceptable definition for a family.  
(ii) Candidates who correctly named three different types of family were generally able to write a description of each. In some cases, a description was given but the type of family was not named.
- (b) Marks were lost where candidates repeated aspects of the same function for the family e.g. 'to look after each other' and 'care for each other'.

- (c) A small percentage of candidates gave detailed answers to this part of the question. There was a variety of factors mentioned such as drugs, alcohol or death. However, the majority of candidates did not explain how these factors impact on family life.
- (d) There was a mixed response to this part of the question. A small percentage of candidates got twelve marks for three correct examples of rights and responsibilities.
- (e) (i) stereotype: this was generally well explained with an example included. The most popular explanation was; ‘seeing things in a fixed way’. Sometimes an example only was given such as; ‘the drunken Irish’ or ‘dumb blondes’. Some candidates incorrectly explained the term as; ‘judging people by their race’.  
(ii) norm: this was omitted or answered incorrectly by the majority of candidates.

### **Question 5 (55 marks)**

*Response rate: 65%*

*Average Mark: 76.4%*

*This was the second least popular question, number 5 in popularity rank order.*

- (a) This was a very well attempted question. The majority of answers were awarded twelve marks.
- (b) The majority of candidates were awarded 14 marks for correctly drawing the floor plan of a sitting room. Almost all candidates who attempted this part of the question correctly identified and labeled the position of all five fittings in the room. Some plans were of a very high standard and were drawn on graph paper.
- (c) Most candidates correctly gave two benefits of using a central heating system in the home. The two most popular correct answers were ‘it heats the water’ and ‘heat can be controlled in different rooms’.
- (d) (i) Most candidates correctly listed three fuels and a minority listed two fuels. Most popular fuels listed were oil, gas and electricity  
(ii) Candidates found it difficult to give an advantage for each fuel they listed. Correct answers included; ‘oil is efficient’ and ‘it is easy to operate electricity’.
- (e) The majority of candidates correctly gave four ways of saving energy when heating the sitting room and gained full marks. The most popular correct answers were: ‘keep door closed’ and ‘use heavy curtains’.

### **Question 6 (55 marks)**

*Response rate: 45%*

*Average Mark: 69.1%*

*This was the least popular question.*

- (a) Candidates generally listed at least four correct guidelines that should be considered when buying casual summer clothing. Most popular answers included reference to cost, colour, and two or three correct properties, e.g. absorbent, easy to wash, light and durable.
- (b) The majority of candidates achieved full marks for the fabric suggested. The fabric of choice was cotton, although silk and polyester were popular choices also. The most popular reasons given were; 'it is light', 'available in bright colours' and 'easy to wash'.
- (c) Most candidates sketched very creative summer tops and gave graphic descriptions of their sketch and were awarded 12 marks. Details included frills, belts, lace, slogans or design.
- (d) A minority of candidates correctly suggested a seam finish. Correct suggestions were; zig-zag and edge machining. Incorrect answers included 'a straight stitch' and 'use an embroidery stitch'.
- (e) A small minority of candidates described and sketched care symbols appropriate to the chosen fabric and achieved full marks. The majority of candidates did not relate the care label to the chosen fabric.

## 6.4 Conclusions

- the overall standard of answering in 2012 was very good
- most candidates attempted all 24 questions in Section A of the paper. The standard of answering of these questions was higher than 2011
- candidates who gained high marks did so because they displayed an in-depth knowledge of the Home Economics Junior Certificate syllabus. They wrote detailed, well developed answers in Section B
- notwithstanding the overall satisfactory standard of answering, some poor quality answers were presented. Some candidates would have benefited by taking the Ordinary Level paper as difficult concepts encountered at Higher Level were not understood
- textile questions in Section A and B continue to be poorly attempted
- some candidates demonstrated poor examination techniques, including, for example, attempting more than the required number of questions while failing to attempt all parts within individual questions
- in some instances, candidate responses contained insufficient detail.

## **6.5 Recommendations to Teachers and Students**

### **6.5.1 Recommendations to Teachers**

#### **Teachers should:**

- impress upon students the importance of having a detailed knowledge of all areas of the syllabus core areas of study
- familiarise themselves with the published marking schemes and the Chief Examiner's Report. These are available on the State Examinations Commission website [www.examinations.ie](http://www.examinations.ie)
- emphasise an integrated approach to teaching and learning topics since examination questions are cross linked
- ensure that students are familiar with the terminology used in the Higher Level examination paper e.g. 'evaluate', 'explain', 'outline', 'discuss', 'design'
- advise students to avail of the full allocation of time for the examination
- dedicate more time to preparing students for the textile section of the course
- place appropriate emphasis on the social and health area of the syllabus
- instruct students on how to evaluate food labels and tables
- give more attention to menu planning in class. It should be pointed out to students that a menu must be well balanced, to include three of the four food groups, and presented in the correct format
- advise students not to write in the right hand column of the answer book
- advise students to focus on four questions in Section B and give adequate detail in their responses rather than attempting all questions.

## 6.5.2 Recommendations to Students

### Students should:

- familiarize themselves with past examination papers
- remember to write their candidate number clearly on Section A, on the answer book for Section B and on graph paper, if used
- start each question in section B on a new page and make sure that each part of the question is attempted
- attempt as many questions as you they can in Section A and the required four questions in Section B
- use bullet points when answering long questions rather than writing essay style answers
- familiarise themselves with the published marking schemes and the Chief Examiner's report to assist them in preparing for examinations. These are available on the State Examinations Commission website [www.examinations.ie](http://www.examinations.ie).

## APPENDIX 1

### Food & Culinary Skills Examination

**Total Mark: 100**

Use 'Key' on assessment sheet and **Performance Criteria** for degree of efficiency or error. Full sentences required.

#### PLANNING AND PREPARATION: 20 MARKS

##### Analysis - 10 Marks

- Identification 4 - expect **three** factors specific to the key aspects of task.
- Stating task in own words (include all aspects) = **2 marks**.
  - 2 further factors specific to the task @ **1 mark** each (generic words alone not acceptable.)
  - Comparisons should be included where specified.
- Investigation 2 - expect investigation of **two** possible solutions for each aspect of task.
- 'Design menu' means 2 x 2 course menus
- Decision/ 2 - appropriate solution/s/menu/etc. Menu must be 'boxed in', in menu form, or on card.
- Solution 2 - **two** good reasons for choice/s one of which should be specific to the task. Accept any main course/dish if it has 3 of the 4 food groups included = **balanced**

##### Plan /Prep - 10 Marks

- 4 – **Written** - to include **ingredients** inc. quantities, **equipment** inc. serving dish, outline plan of **key stages** of making dish/es in sequence inc. **evaluation**. Recipe not required.
- 6 - **Visual** - organisation of work place and ingredients, personal hygiene and dress. **Over preparation** deduct here use **Key**.

#### IMPLEMENTATION: 50 MARKS

- Skills** 20 - **Marks for skills must be earned** - expect proper chopping, dicing, mixing, kneading, rolling, use of processor etc. **Deduct here for over use of convenience food see \*D \***
- Cook/Prin.** 10 - methods-sauté, frying etc. temp. (boiling water for pasta, veg., oven temp.), timing, judgement.
- Res/Man.** 10 - economy, waste, correct timing etc. **Deduct -2 if wasteful. Deduct here if not finished on time.**
- Hyg/Safe.** 10 - hygienic working, wash up - mark wash up here. Safe work practices - no fatal error.

#### PRESENTATION AND EVALUATION: 30 MARKS

- Appear.** 10 - simple garnish, clean, neat, edible, not over cooked , not under cooked.
- Taste/Flav.** 10 - palatable, correct consistency/texture, adequately cooked.
- Evaluation** 10 -. **Expect reference to -**
- Why it meets the brief. (2)
  - Specific requirements of task. (3)
- (Itemised costing and nutritive value where relevant can be done beforehand)
- Critical appraisal – overall presentation, colour, taste, texture. (3)
  - Evaluation of implementation i.e. efficiency, skills, proposed modifications etc.(2)
- No marks if Evaluation is completed beforehand**

## Scenario

- \*A\*** Solution does not 'quite' meet the brief - deduct: - 8 at end (minor error)  
e.g. Fruit or vegetables not fresh or in variety. Unsuitable drink Task 7.
- \*B\*** Solution does not 'fully' meet brief - deduct – 16 at end (major error)  
e.g. .If main course is not complete or balanced or is unsuitable. Fish not key ingredient - Task 3.
- \*C\*** One dish is omitted where two are specified - mark out of **max half marks** where appropriate.  
e.g. one batch scones / muffins where two are specified.
- \*D\*** Over use of convenience foods – **minor** over use (1 jar) - deduct – 8 / **major** over use (2 jars)  
deduct –16  
If 'pre made' products are used e.g. sauce for lasagne (even when sample is made in exam)  
deduct -8 at end.
- \*E\*** Dish is burned or undercooked - deduct under - Cook Principles, Appearance, and Taste/Flavour  
Use Key.
- \*F\*** Dish not a 'cooked' dish - deduct - 20.
- \*G\*** Solution (or Task) completed is totally incorrect - deduct: – 30 at end.  
e.g. incorrect task attempted e.g. task from previous year.

## APPENDIX 2

### CHILDCARE – PROJECT ASSESSMENT

**Total mark: 100**

- o Candidates must present a written/ typed project c. 1500 words.*
- o Marks not to be deducted for longer projects or typed presentation.*
- o Expect two forms of research – of a good standard and correctly documented.*

<b>Aim of Project</b>	<ul style="list-style-type: none"> <li>• Clear statement.</li> <li>• Relevance. (Relevant to syllabus see pages 5,6 Guidelines, if not see (1)) (expect 1 relevant well-developed point).</li> </ul> <p style="margin-left: 20px;"><i>No aim give (1) mark for relevant title and/or (1) mark for table of contents –see (2) below.</i></p>	<b>10</b>
<b>Research methodology/ Problem analysis</b>	<ul style="list-style-type: none"> <li>• Gathering of information <b>relevant</b> to aim – techniques used, and /or</li> <li>• Investigation of task (expect 2 different forms of research/investigation/gathering =10 +10)</li> </ul> <p>a) <b>2 Books and / or magazines etc.</b> - names =3 marks, authors =2 marks (=5)- relevant to aim. <i>Use of these =5 marks (for unidentified source max 3 marks.)</i></p> <p>b) <b>2 Web sites</b> - must be clearly identified and relevant to aim = 5 marks. Use made =5 marks.</p> <p>c) <b>2 Letters</b> – Relevant to whom and why =5 marks. Evidence of use = 5 marks. <i>(Any of methods a) b) or c) above may be combined e.g. 1 book plus 1web site = 1 method)</i></p> <p>d) <b>Questionnaire</b> - Sample with adequate questions, relevant to aim = 5, use =5 marks.</p> <p>e) <b>Interview</b> - Relevant who and why = 5, questions relevant to aim and use = 5 marks.</p> <p>f) <b>Visit</b> – Relevant where and why identified =5, report or use of information =5.</p> <p>g) <b>Observation</b> – Relevant, who and why =5, report or use of information =5.</p>	<b>20</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>• <b>Relevance to aim.</b></li> <li>• <b>Depth of treatment.</b> (this will get the greater weighting of marks, use key)</li> <li>• <b>*Testing information</b> Practical work, models etc.(questionnaires, surveys etc)</li> <li>• <b>Accurate information</b></li> </ul> <p><i>* Practical work, models, product is seen as further explanation or demonstration of point or testing and is marked here to a max of 20 marks.</i></p>	<b>40</b>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Conclusion drawn from <b>results of investigation</b> to include a critical evaluation of any product produced against the stated aims. (2 well-developed points minimum must be relevant to aims, and related to content.)</li> </ul>	<b>10</b>
<b>Originality</b>	<ul style="list-style-type: none"> <li>• Indication of <b>original input</b> by way of analysis, interpretation or/and development of topic by the candidate.</li> <li>• (Creativity - reward own work)</li> </ul>	<b>10</b>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Layout (sequence, table of contents, neatness in general, do not penalise own handwriting) Use key/performance criteria.</li> <li>• Quality of graphics etc. (reward own work)</li> <li>• Finish of product * see above.</li> </ul>	<b>10</b>

## APPENDIX 3

### DESIGN AND CRAFTWORK - PROJECT ASSESSMENT

Total mark: 100

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<b>Design Folder 30</b>	<i>(Look at product and through folder first)</i>	
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<b>Problem and Analysis</b>	(2) • Statement of Brief ( <i>simple statement, no brief deduct 2 marks</i> ) (4) • Identification of key requirements (4) • Investigation, alternative solutions – ( <i>expect 2 solutions</i> ) (2 different crafts / 2 designs for one craft, assess degree of design)	<b>10</b>
<b>Solution</b>	(5) • Design, drawings and diagrams, pattern ( <i>for product or craft aspect</i> ) (5) • Materials, equipment and techniques, work plan (Solution for chosen craft / if commercial pattern used <u>two</u> modifications required) (For traditional craft expect history)	<b>10</b>
<b>Evaluation</b>	• Critical appraisal of craft item • Proposed modifications (3 points, one must refer to brief and any 2 others)	<b>10</b>

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<b>Product 70</b>		
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<b>Meeting the Brief/ Suitability</b>	(5) • Does the solution meet the brief ( <i>if no brief deduct 5 marks</i> ) (5) • Choice of craft and materials related to the function of the item ( <i>loose stitching on a baby quilt, cushion not washable, buttons for eyes on toy</i> )	<b>10</b>
<b>Application of Skills</b>	• Use of materials, equipment and skills appropriate to the task • Skill factor (Assess functional stitching here). ( <i>use performance criteria, take care where poor skills evident not to deduct under 'skills' and 'quality of product'</i> )	<b>40</b>
<b>Design Features</b>	(5) • Aesthetic considerations (5) • Creativity ( <i>in the absence of evidence deduct 5 marks</i> ) ( <i>e.g. using an unmodified comm. pattern/no folder/no design given under solution</i> )	<b>10</b>
<b>Quality of Product</b>	• Finish of product ( <i>unfinished threads, poor pressing, poor shape, grubby etc.</i> )	<b>10</b>

## APPENDIX 4

### TEXTILES SKILLS - PROJECT ASSESSMENT

Total mark:100

<b>Item/s of Clothing</b>	<b>= 80</b>	
<b>Suitability</b>	<ul style="list-style-type: none"><li>▫ Choice of materials, fabric, pattern and sewing processes – see <b>note 3</b> below.</li></ul>	<b>10</b>
<b>Application of skills</b>	<ul style="list-style-type: none"><li>▫ Use of materials, equipment and skills appropriate to the item/s</li><li>▫ Skill factor. (<i>Use key / performance criteria, do not deduct for poor skills under both 'skill' and 'quality of product'</i>)</li></ul>	<b>40</b>
<b>Design/Fashion Features</b>	<ul style="list-style-type: none"><li>▫ Application of design principles</li><li>▫ Fashion appeal</li><li>▫ Aesthetic considerations</li></ul>	<b>10</b>
<b>Quality of product/s</b>	<ul style="list-style-type: none"><li>▫ Finish of item/s (<i>must be wearable</i>)</li><li>▫ Presentation of item/s</li></ul>	<b>20</b>
<b>Support Study Folder</b>	<b>= 20</b>	

**Support Study** Expect reference to **five** areas –  
(factors determining **choice** and **evaluation** must be included plus any **3 other** areas).

- **Factors determining choice of garment** (*own skills, availability of fabric, body shape, budget, fashionable etc.*)
  - Details of pattern used, modifications etc.
  - Details of fabric – amount, cost composition etc. (*fabric test*)
  - Details of sewing accessories / notions.
  - Details of equipment used.
  - Step by step procedure followed, detail of seaming.
  - Care labelling
  - **Evaluation of items of clothing** – *must include finish and fit plus two other comments.*
- 20**