



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION 2004

HOME ECONOMICS – SCIENTIFIC AND SOCIAL

ORDINARY LEVEL CHIEF EXAMINER'S REPORT

HIGHER LEVEL CHIEF EXAMINER'S REPORT

CONTENTS

	Page
1. General Introduction	3
1.1 The Syllabus	
1.2 The Examination	
1.3 Candidature	
2. Performance of Candidates	6
3. Food Studies Practical Coursework	8
1.0 Introduction	
2.0 Performance of Candidates	
3.0 Analysis of Candidate Performance	
4.0 Conclusions	
5.0 Recommendations to Teachers and Students	
4. Textiles, Fashion and Design Coursework	28
4.1 Introduction	
4.2 Performance of Candidates	
4.3 Analysis of Candidate Performance	
4.4 Recommendations to Teachers and Students	
5. Ordinary Level Written Examination	34
5.1 Introduction	
5.2 Performance of Candidates	
5.3 Analysis of Candidate Performance	
5.4 Conclusions	
5.5 Recommendations to Teachers and Students	
6. Higher Level Written Examination	49
1.0 Introduction	
6.2 Performance of Candidates	
6.3 Analysis of Candidate Performance	
6.4 Conclusions	
6.5 Recommendations to Teachers and Students	

1. General Introduction

1.2 The Syllabus

A revised syllabus for Home Economics – Scientific and Social was introduced to the Senior Cycle curriculum in September 2002 and was first examined in the Leaving Certificate 2004. The syllabus is offered at two levels, Higher and Ordinary. The revised syllabus replaced the existing courses in Home Economics (Scientific and Social) and Home Economics (General).

The revised syllabus structure comprises:

- a mandatory core (80%)
- an elective, from a choice of three (20%).

The **core** consists of three areas with the following weightings:

- Food Studies (45%)
- Resource Management and Consumer Studies (25%)
- Social Studies (10%).

The **three** electives are:

- Home Design and Management (20%)
- Textiles, Fashion and Design (20%)
- Social Studies (20%)

1.3 The Examination

The examination for both Higher and Ordinary levels is comprised of a number of components depending on the elective selected by the candidate, i.e.

In the case of candidates who select the Home Design and Management or Social Studies elective, the examination comprises two components i.e.

- Written examination (80%)
- Food Studies Coursework (20%)

In this instance the elective is assessed as part of the written examination.

In the case of candidates who select Textiles, Fashion and Design Elective the examination comprises three components, i.e.

- Written examination (70%)
- Food Studies Coursework (20%)
- Textile, Fashion and Design Elective Coursework (10%)

The **written examination**, of 2 hours and 30 minutes duration, takes place in June.

Food Studies Coursework, which comprises an account of six practical assignments recorded in a pro-forma journal, is required to be completed by November 1 of the year preceding the written examination. This work is submitted to the State Examinations Commission for examination.

The **Textiles, Fashion and Design Elective Coursework** is required to be completed by the end of April of the examination year and is examined in the candidate's school by an examiner appointed by the State Examination Commission.

Marks allocated to each component of the Leaving Certificate Home Economics – Scientific and Social Examination are as set out below in Table 1:

Examination Component	Candidates selecting Home Design and Management / Social Studies Electives		Candidates selecting Textiles, Fashion and Design Elective	
	Marks	%	Marks	%
Written Examination	320	80	280	70
Food Studies Coursework	80	20	80	20
Textiles, Fashion & Design Coursework			40	10
Total	400	100	400	100

1.3 Candidature

Table 2: Number and Percentage of Candidates taking Leaving Certificate Home Economics for the 4 year period 2001 to 2004.

Year	Leaving Certificate Candidates	Home Economics Candidates	% taking Home Economics	Higher Level		Ordinary Level	
				Candidates	%	Candidates	%
2001	56,686	19,480	34.4	14,122	72.5	5,358	27.5
2002	55,435	18,403	33.2	13,203	71.7	5,200	28.3
2003	56,237	18,113	32.2	12,758	70.4	5,355	29.6
2004	55,228	15,482	28.0	10,524	68.0	4,958	32.0

It is evident from the data presented in Table 2 that the Leaving Certificate Home Economics Candidature, as a percentage of the Leaving Certificate Candidature, has declined by approximately 1 to 1 ½ % annually from 2001 to 2003. A more significant drop (4%) in participation rates occurred between 2003 and 2004.

2. Performance of Candidates

Tables 3 and 4 show the percentages of candidates achieving each grade in Ordinary and Higher Levels Home Economics – Scientific and Social examinations from 2000 to 2004.

Table 3: Percentage breakdown of candidates by grade awarded in Ordinary Level Home Economics – Scientific and Social 2001 to 2004.

Year	Total	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3	E	F	N.G.
2001	5305	0.7	3.1	3.1	7.3	11.8	9.1	11.9	14.1	8.0	9.3	11.0	7.5	2.7	0.4
2002	5159	0.5	2.3	2.4	6.4	11.5	8.6	13.2	15.1	8.7	9.0	12.2	7.4	2.3	0.4
2003	5321	0.9	2.6	4.7	8.4	10.6	11.0	11.9	12.0	8.1	8.2	10.8	7.6	2.8	0.5
2004	4958	0.1	0.8	2.6	5.6	9.9	12.7	14.1	13.8	11.9	10.3	8.5	7.4	2.2	0.2

- Approximately 60% of candidates obtained a Grade C or higher in 2004 which is broadly similar to the mean A+B+C grades obtained in 2001-2003.
- The % of A grades obtained in 2004, at just under 1%, represents a decrease of more than 2% when compared with the A grades obtained in 2001-2003.

Table 4: Percentage breakdown of candidates by grade awarded in Higher Level Home Economics – Scientific and Social 2001 to 2004.

Year	Total	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3	E	F	N.G.
2001	14100	2.8	4.7	5.4	8.2	11.1	9.4	11.3	11.8	8.5	8.4	8.4	7.7	2.0	0.3
2002	13188	2.4	4.0	5.5	8.4	11.2	10.8	11.4	12.5	9.7	8.3	7.9	6.5	1.2	0.2
2003	12734	2.1	4.1	5.4	8.8	12.7	11.3	12.8	12.9	9.8	7.6	6.5	5.1	0.7	0.1
2004	10524	1.2	3.7	6.4	10.2	12.6	13.5	14.3	12.8	10.1	6.9	5.2	2.6	0.4	0.0

- 74.4 % of candidates obtained a grade C or higher in 2004 which represents an increase of 7% when compared with the mean A+B+C grades obtained in 2001-2003.
- The combined % of E/F/N.G. grades in 2004 was 3% which shows a 5% decrease on the mean E/F/N.G grades obtained in 2001- 2003.

- The % of A grades obtained in 2004, especially A1s, show a slight decrease when compared with 2001-2003.

The following reports for each examination component should be read in conjunction with the relevant examination paper and published marking scheme which can be accessed on the State Examinations Commission website www.examinations.ie

3. Food Studies Practical Coursework

3.1 Introduction

Food Studies Practical Coursework is a mandatory component of the Revised Leaving Certificate Syllabus in Home Economics – Scientific and Social and accounts for 20% of the marks of the examination. The specification of coursework has been designed to support the rationale, aims and objectives of the revised syllabus. The thematic approach, on which the Food Studies Coursework is based, aims to encourage an integrated approach to teaching and learning within the Food Studies, Resource Management and Consumer Studies areas. The coursework does not follow any particular sequence but has been developed as five different ‘Areas of Practice’ as follows:

- **Area A - Application of Nutritional Principles**
- **Area B - Food Preparation and Cooking Processes**
- **Area C - Food Technology**
- **Area D - Properties of a Food**
- **Area E - Comparative Analysis including Sensory Analysis**

A series of *seven assignments* is issued annually by the State Examinations Commission to schools at the commencement of the Leaving Certificate Programme. Three assignments are from *Area of Practice A* and *one assignment from each of the Areas of Practice B, C, D and E*. Assignments are common to Higher and Ordinary Level as is the assessment criteria and mark allocation.

Each candidate is required to complete and present for examination a record of *six assignments* – *two* assignments from *Area of Practice A*, *one* from each of the *Areas of Practice B, C and D*, and *one* other assignment.

The Practical Coursework undertaken is recorded in a specially formatted journal which is issued by the State Examinations Commission to schools. The completed

coursework journals are submitted to the State Examinations Commission for examination.

3.2 Performance of Candidates

15, 570 candidates presented Food Studies Coursework Journals in 2004. Table 5 provides a summary of the results achieved by candidates in this component.

Table 5: Food Studies Practical Coursework Grades 2004

Total	A	B	C	ABC	D	E	F	N.G.	EFN.G
15,570	2,703	5,773	4,213	12,689	1,756	648	345	132	1,125
%	17.4%	37.1%	27.1%	81.6%	11.2%	4.2%	2.2%	0.8%	7.2%

Note: The grades here are indicative only. The grades awarded to candidates in Home Economics-Scientific and Social are computed from the combined results of the relevant components completed by candidates.

- The statistics show that more than half (54.5%) of the candidature attained a grade A or B while approximately four fifths (81.6%) attained a grade C or higher.
- It was disappointing to note that 1125 (7.2%) candidates presented work that merited less than a grade D.

3.3 Analysis of Candidate Performance

Table 6 shows the average mark and the frequency of attempts per assignment based on an analysis of the results of a random sample of 3,320 (21%) of Journals.

Table 6: Average Mark and Frequency of Attempts per Assignment

Assignment	Frequency of Attempts		Popularity Rank Order	Average Mark	Average Mark Rank Order
	No	%			
1	2936	88.4	6	67	1
2	3206	96.5	4	65	5
3	2964	89.2	5	66	3
4	3266	98.3	2	66	3
5	3275	98.6	1	67	1
6	3245	97.7	3	64	6
7	851	28.2	7	55	7

As assignments 4, 5 and 6 were compulsory, it is to be expected that these are the three most popular assignments. Of the optional assignments, assignment 2 was the most popular, being attempted by 96.5% of candidates, while assignment 7 was least popular with just 28 % of candidates attempting it.

The average mark attained is remarkably even with just a three mark deviation in respect of assignments 1 – 6. Assignment 7 elicited an average mark which was approximately 10 marks less than the other assignments. Possible reasons attributed to a lower average mark for this assignment are described below.

In analysing candidates' responses some generic points, common to all assignments, emerged. These are set out below followed by an analysis of each assignment.

Each assignment undertaken was recorded using the following headings:

- **Investigation: Analysis/Research**
- **Preparation and Planning**
- **Implementation**
- **Evaluation**

Investigation: Analysis/Research

Investigations were generally well done, particularly by candidates attaining a Grade A or B overall in coursework. Good quality investigations

- identified the key aspects of the topic relevant to the assignment
- showed analysis of the aspects identified and presented information in a logical and coherent manner
- used at least two different sources of information
- linked research findings to the development of a range of menus / selection of dishes or products appropriate to the assignment
- were presented as the candidate's individual account of the research undertaken.

In some journals there was a lot of direct transcription from textbooks on the general topic of the assignment. In these instances candidates failed to extract the key

information relating to the requirements of the assignment and made little if any attempt to analyse the relevant issues and factors.

A significant number of candidates did not follow the recording criteria as set out on the inside cover of the journal, thus their investigations lacked the required information. Answers gaining low marks tended to be vague or 'one/two word' answers. It was evident that some candidates devoted too much time to discussing reasons with insufficient effort being given to analysing the topic being investigated.

Where sub-headings were specified in the assignment and directly addressed by candidates in their investigations, better quality answers were generally evident.

Answers gaining high marks set out clearly at least three menus relevant to the assignment. Menus were generally nutritionally balanced and fulfilled the requirements of the assignment. In some instances candidates omitted menus for three two-course meals as expected in assignments 1, 2 and 3; others just listed dishes and some omitted to investigate any dishes. Menu format was not used in many cases.

Dishes chosen were not always nutritionally balanced i.e. containing 3 of the 4 food groups. Some candidates selected very simple dishes demonstrating very basic skills. This does not concur with the requirements for selection of dishes as set out in the Food Studies Coursework guidelines and limits candidates' opportunity to develop their culinary skills. Reasons attributed to the choice of dishes included economic, nutritional and resource factors with some candidates referring to all such factors. Several candidates omitted to give reasons for their choice of dishes, a requirement which is clearly specified in the recording criteria. Reasons were very basic in the weaker answers e.g. "I like the dish".

Many candidates failed to identify two sources of information, while a number mentioned just one source, usually the class textbook. Some candidates mentioned the class teacher as the only source of information.

Planning & Preparation

Ingredients – The correct ingredients were correctly listed for the majority of dishes but amounts were not always sufficient for the number of people specified in the assignment. A significant number of candidates omitted cost or gave inaccurate amounts. Key equipment was identified by the majority.

Dishes selected for making were not always mentioned in the investigation. However, in the majority of cases such dishes generally fulfilled the requirements of the assignment.

Work Sequence – In many answers an incomplete work sequence was presented with candidates not identifying any preparatory task e.g. preparation / sourcing of ingredients, setting up equipment etc. Most candidates set out a detailed list of tasks associated with making the dish but did not make reference to carrying out any evaluation of the cooked dish. The standard of work sequences varied considerably; some were far too detailed while others were limited to a rehash of the recipe.

Some candidates did not distinguish between work sequence, which is part of planning, and implementation. These candidates commenced implementation under the work sequence heading and continued it under implementation and thus lost valuable marks.

Implementation – The better quality answers were presented as an account in the candidate's own words which outlined all of the key stages, in the correct sequence, relevant to making the dish. These accounts would have included preparatory work e.g. washing /chopping of vegetables, key tasks associated with making the dish, the cooking time and temperature, and reference to serving the dish and conducting the evaluation. Weaker answers did not always identify the main food preparation and cooking processes and some transcribed directly from recipe books. A number of candidates misinterpreted implementation and gave details of shopping for ingredients and other planning aspects rather than referring to the actual processes associated with making the dish. Frequent omissions included a failure to refer to cooking time and temperature, serving of dish and conduct of evaluation.

Key factors – Most answers identified at least two relevant key factors but, in many cases, these were not explained and thus marks were lost. Some candidates incorrectly linked the key factors to the investigation and not to the process of making the dish. In assignments where candidates were required to analyse key factors associated with making dishes or products as part of the investigation better quality answers were frequently evident. This was particularly evident in assignments 4 (Yeast) and 5 (Preservation).

Hygiene and safety – Work which attracted high marks identified the key hygiene and safety points relevant to the dish being made and gave a clear explanation of the importance of each. A standard list of general hygiene and safety points were often listed but, in many cases, points were not always relevant to the dish being cooked. Some candidates omitted any reference to safety and/or hygiene and thus lost significant marks, a possible 48 marks over 12 practical applications. Other candidates gave two points under hygiene and none under safety.

Evaluation

Evaluation of implementation usually gained high marks and the majority of attempts were well done. Many candidates identified their specific strengths /weaknesses when making the dish and analysed how these impacted on the finished dish. Modifications, where suggested, were clearly justified. In some lesser quality answers, only a description of the dish, i.e. colour, taste, texture, was given with no attempt made to critically analyse the outcome. Answers were akin to Junior Certificate evaluations. Points on modification, safety, hygiene and weaknesses in implementation were identified in many instances but not always elaborated on or justified

When evaluating the specific requirements of the assignment, many candidates did not relate their evaluation back to the findings in research/analysis. Furthermore, some candidates, who did relate findings to the research/analysis, did not develop points sufficiently or did not arrive at a definite conclusion. When specific evaluation headings were given in assignments, and noted by candidates, better evaluations were evident. Less satisfactory evaluations were often vague and some candidates did not appear to have the vocabulary to achieve high marks.

Evaluation was often the weakest part of some assignments particularly where evaluation headings as used by candidates for Junior Certificate were used. This limited candidates in their responses.

Area of Practice A – Application of Nutritional Principles

Assignment 1 - Low Income Families

Attempt Frequency: 88.4%

Average mark: 67

While popular, this was the assignment that was usually omitted by those candidates who choose Assignment 7.

Investigation: Analysis/Research

Dietary/nutritional requirements were generally well explored. In some cases no reference was made to the healthy eating guidelines. Reference was often made to macronutrients and energy levels but few referred to vitamins and vitamin/mineral inter-relationship. Answering ranged from general guidelines for a balanced diet to a more detailed account of the nutritional needs of individual family members. A number of candidates did not distinguish between the nutritional requirements of adults and teenagers.

In relation to meal planning guidelines, many answers gave insufficient emphasis to resource factors which was a key aspect of the assignment. Many candidates made little or no reference to special offers, own brand foods or made any suggestion regarding planning meals where financial resources are limited. Points on meal planning guidelines were often not developed. Good answers included an analysis of the use of cheaper foods and methods of cooking such foods, with reasons clearly stated for all points identified.

Dishes which were suitable for low-income families were identified by the majority of candidates while a few selected dishes that included expensive foods e.g. steak,

peppers, chicken fillets. Some dishes selected did not always contain 3 of the 4 food groups, as required.

Planning & Preparation

Ingredients were generally correctly listed but amounts were not always sufficient for four people as specified in the assignment.

Evaluation

Evaluations of implementation usually gained high marks and in general were well done. When evaluating the specific requirements of the assignment, many candidates did not relate the evaluation back to their findings in research/analysis and those who did, did not always develop their points to a high standard. Many answers stated that the dish was suitable for a low-income family without specifying why. In several cases no reference to low-income was made, with reference only made to nutritional requirements. Evaluation was often the weakest part of this assignment.

Assignment 2 – Vegetarian Diets

Attempt Frequency: 96.5%

Average Mark: 65

Investigation: Analysis/Research

The reasons why people choose vegetarian diets were usually well analysed by most candidates. Weaker answers tended to be vague one/two word answers. Many candidates' answers were almost entirely devoted to discussing the reasons why people become vegetarians with insufficient attention given to the other aspects of the investigation. In relation to dietary/nutritional requirements, many candidates failed to state clearly which vegetarian diet they were investigating. In such cases the nutritional/dietary and meal planning guidelines were given for both types of vegetarian while others just defined vegan and lacto-vegetarian diets and did no analysis. General meal planning guidelines were usually identified by the majority of candidates but many did not identify the meal planning guidelines that are particularly important for a vegan /vegetarian diet. Again dishes selected frequently did not contain 3 of the 4 food groups e.g. vegetable stir-fry with no rice or nuts.

Planning & Preparation

While this was generally well done, some candidates omitted ingredients for a major component of the selected dish e.g. pastry in the case of a Quiche. A number of candidates included foods which were not suitable for a vegan/vegetarian diet when making their dishes e.g. chicken, fish. Such ingredients were not usually given in the recipe and may have been identified as unsuitable in the investigation.

Evaluation

When evaluating the specific requirement, many candidates just stated that the dishes were suitable but did not elaborate or relate back to the specific vegan / vegetarian diet chosen.

Assignment 3 – Coronary Heart Disease

Attempt Frequency: 89.2%

Average Mark: 66

Investigation: Analysis/Research

Quite a number of candidates presented answers that identified and analysed fully the important dietary considerations associated with coronary heart disease (CHD) and thus gained full marks here. A significant number of candidates used up valuable space explaining CHD and its causes and giving statistics which were not required and, therefore, did not have sufficient space to discuss dietary requirements. The correlation between CHD and fat in the diet was usually well done. Some candidates did not analyse the nutritional needs of a person with CHD. This could perhaps be attributed to candidates reading the assignment but ignoring the recording criteria as specified for assignments from area of practice A.

While meal-planning guidelines were very well analysed by some candidates, others were often incomplete. Dishes were not always selected on the basis of the investigation. Some candidates showed poor application of knowledge in relation to the selection of foods e.g. full fat cream, cheese, milk, eggs and pork were used in a number of dishes and frying was the selected method of cooking. A number of candidates choose unsuitable dishes or dishes which should have been modified e.g. Russian fish pie, Quiche Lorraine. Red meat was frequently chosen as a main

ingredient. Very simple dishes, involving very basic culinary skills, were presented by some candidates e.g. beans on toast, porridge and scrambled egg on toast.

Evaluation

Evaluations relating to implementation were generally well done with the majority of candidates achieving full marks; some evaluations were basic descriptive points with no attempt being made to analyse the outcome. Evaluations of the specific requirements of the assignment were not always referred to and many candidates did not develop their answer and so did not gain full marks.

Area of Practice B – Food Preparation and Processes

Assignment 4 - Yeast

Attempt Frequency: 98.3%

Average Mark: 66

Investigation: Analysis/Research

This varied from basic general information on yeast, directly transcribed from the text book, to excellent answers where candidates focussed on the assignment requirements, used a range of different sources and had regard to the recording criteria for this area of practice. The principle of yeast fermentation process was usually very detailed and well explained by most candidates. A number of candidates did not describe the type of yeast used in the selected dishes. Weaker answers failed to give detail regarding the essential rules that should be followed when using yeast while well-developed answers included all the key points and explained each in detail. Most candidates were able to list a range of dishes to include both one sweet and one savoury dish. However, plain yeast bread was the dish chosen for both sweet and savoury applications in a significant number of journals. Pizza and Chelsea Buns were the most popular dishes. A minority did not do a sweet and savoury dish as required.

Planning & Preparation

A common error noted by examiners was the incorrect proportion of flour to yeast. In the work sequence, many candidates omitted key stages such as proving, knocking back etc.

Implementation

Many candidates listed one type of yeast in the list of ingredients and recorded the use of a different type, or omitted mentioning yeast at all, when making the dish. Many candidates who recorded the making of pizza omitted the preparation of the topping. There was a lot of repetition in this assignment which might suggest that candidates made the yeast dough during one practical class, put it in the freezer and made both dishes the following week. In writing up the implementation some candidates appeared confused; they described the making of the dough twice and frequently omitted to include details of finishing the dish/es.

Evaluation

Evaluations varied from basic to excellent. The specific headings stated in the assignment appeared to make it easier for candidates to evaluate the dishes. Some candidates ignored the specific headings given in this assignment and instead included a general evaluation similar to what they had been doing in assignments 1,2 and 3. Some vague evaluative points were given e.g. “yeast was easy to use” in weaker answers. Time difficulties were frequently mentioned as a constraint when carrying out this assignment.

Area of Practice C: Food Technology

Assignment 5 – Preservation of Fruits

Attempt Frequency: 98.6%

Average Mark: 67

Investigation: Analysis/Research

Answers were generally very good to excellent. Examiners concluded that the principle reason for this was the range of sub-headings specified in the assignment.

Candidates who presented answers addressing each of the assignment requirements ensured no omissions. The principles of preservation generally related to jam making which was explained in detail by the majority of candidates. Some candidates who selected chutney as a second application failed to explain the principles involved. A large range of fruits and combinations of fruits were listed and most investigations listed a variety of preserves. The problems that may arise in the making of jam were very well explained but, again, many candidates who made chutney failed to mention any problems specific/related to this application.

Some candidates did not specify the type of preserve to be made, others made two types of jam using soft/hard fruits and so limited their learning experiences. Chutney was a popular choice of dish here and a wide variety of fruits and recipes were used. Lemon Curd was also a popular choice for many candidates. However, as this dish did not fully meet the requirements of the assignment, as boiling in not part of the process, these answers incurred a penalty of - 8 marks. A number of candidates' applications showed evidence of the over-use of convenience foods, such as commercially prepared marmalade/jam products, which resulted in a loss of marks for the candidates concerned. Potting materials were omitted in many answers.

Planning & Preparation

This was generally well done. However, a few candidates omitted key equipment such as jars, covers/waxed discs etc.

Implementation

Implementation was very good to excellent in most journals. However, details of pectin and /or setting test were not always included, particularly in answers that scored low marks. A few candidates did not refer to potting at all.

Evaluation

Many evaluations regarding the final product were limited to a description of the product, referring generally to colour and taste with few references to texture. Evaluations relating to cost effectiveness and practicability were well done by most candidates. Examiners attributed this to the specification of the evaluation headings in

the assignment. Weaker answers omitted points on practicability; there seemed to be a lack of understanding as to what this word meant.

Area of Practice D – Properties of a Food

Assignment 6 - Gelatinisation

Attempt Frequency: 97.7%

Average Mark: 64

Investigation: Analysis/Research

The majority of candidates gave an accurate definition of the term gelatinisation. Explanations relating to the application of gelatinisation in the chosen dishes varied from excellent to poor. This variation was perhaps attributable to the fact that while definitions can be transcribed from a textbook, the application of gelatinisation to the making of dishes requires candidates to demonstrate their understanding of the associated principles, a skill that some candidates appeared to find difficult. Very few candidates explained the cooking processes relating to the dishes selected despite this being set out in the recording criteria. The application of the principle of gelatinisation was often very brief and incomplete across journals from the same centre.

Unlike other assignments where a wide range of suitable dishes was suggested, there were many instances of all candidates in a centre selecting the same dishes for this assignment. Lemon Meringue Pie and Choux Pastry were popular choices for sweet dishes while Lasagne, Soup and Chicken Curry were popular savoury dishes.

This assignment was misinterpreted in several centres. Candidates related their investigation to the use of gelatine. These answers did not define gelatinisation in the context of the ability of starch to gelatinise, as specified in the assignment and hence significant marks were lost.

Implementation

While implementation was generally well done, some notable exceptions included where candidates, making dishes such as Russian Fish Pie or Lemon Meringue Pie, did not give any details regarding the making of the pastry or, in some instances, the practical application selected did not include completing a dish. Examples of this included where candidates made a sauce only.

Evaluation

Many candidates failed to evaluate the assignment in terms of success in applying the principle of gelatinisation as specified in the assignment. This was particularly evident in weaker answers. This might be attributable to a lack of understanding of the principle of gelatinisation and how it is applied in the making of a dish.

Assignment 7 – Sensory Analysis

Attempt Frequency: 28.2%

Average Mark: 55

This was the least popular assignment achieving the lowest average mark and was generally either very well done or very badly done. It was evident from some answers presented that there was a lack of understanding of the sensory analysis process.

Investigation: Analysis/Research

Candidates from centres that followed the recording criteria rigidly did best in this assignment.

Many candidates did not have a basic understanding of the aims and outcomes of the two tests and this affected their performance in recording the remaining sections of the assignment. Testing techniques, aims and possible outcomes were often presented directly from the notes provided at in-service. Candidates did not always specify how the sugar content was varied in each scone sample. The range and variety of scone recipes were not always clearly identified. Some candidates did an in-depth investigation on scones only.

The conditions to be controlled during testing were generally well explained.

Planning & Preparation

Correct ingredients for scones were always given but the key equipment necessary for testing was often omitted. In completing the work sequence many failed to mention the testing procedure and gave only the work sequence for making the scones.

Implementation

The procedure described by many candidates related entirely to the making of the scones with details of the testing procedure, which was the main focus of the assignment, frequently omitted. The procedures for the tests, especially the triangle test, were often incorrect or very unclear. The triangle test invariably failed to refer to the requirement for balanced presentation or details of coding procedure without bias. Candidates rarely stated the results of the test as part of the implementation. There was much graphic presentation of the results of the food tests conducted. Many candidates related key factors to the making of the scones rather than to the testing procedures and thus had difficulty in identifying four relevant factors.

Only the very good answers identified four different hygiene / safety points.

Evaluation

Many candidates only evaluated the making of the scones and omitted the testing and consequently attained a maximum of half marks for this section. In relation to the test results obtained, many candidates just stated the findings. Few candidates attempted to draw any conclusions from the test results obtained.

3.4 Conclusions

- Candidates who scored high marks followed the recording criteria as set out on the inside cover of the journal and portrayed a very high level of proficiency in ensuring that the key aspects of the assignment were identified and points were analysed in depth
- Almost all candidates attained above average marks for the planning, preparation and implementation aspects of assignments
- Aspects of assignments where there was a greater disparity of marks included (a) research and analysis and (b) evaluations as related to the specific requirements of assignments
- The standard of answers varied between centres and errors were often centre specific
- Some journals had blank pages where entire assignments were omitted or were completed in a careless manner
- The most significant errors reported by examiners that resulted in mark loss included the following:
 - (i) many candidates presented answers under the incorrect headings
 - (ii) the range of issues specific to the assignments while identified in the investigation were not analysed to the required standard
 - (iii) investigations were direct transcriptions of information from the class text book with no effort made to extract and analyse the relevant key points
 - (i) investigations did not identify a sufficient range of issues to enable a thorough exploration of assignment topics
 - (ii) dishes selected were not appropriate to the assignment
 - (iii) dishes included the over-use of convenience foods

- (iv) the major part of the dish was omitted when describing the implementation
 - (v) key factors and/or safety and hygiene factors were not identified or were generic rather than specific to the dish
 - (vi) evaluations relating to implementation were often just descriptions, lacking any attempt at analysis;
 - (vii) evaluations relating to specific assignment requirements were either omitted altogether or just summarised or repeated information given elsewhere.
- Candidates who attained less than a grade D generally demonstrated poor knowledge of the subject matter, did not complete assignments and left blank pages in the journals presented
 - Many examiners commented on the lower than expected standard of work presented, which they considered disappointing given the amount of time dedicated to coursework. Possible reasons given for this include:
 - the delayed starting date for the revised course
 - the delay in the commencement of in-service
 - a general lack of understanding of the coursework requirements.
 - In many journals the standard of the work presented improved as candidates progresses through the different assignments. This was possibly due to teachers attending in-service and candidates developing their investigation, evaluation and recording skills.

3.5 Recommendations for Teachers and Students

Teachers:

- Encourage students to adhere to the recording criteria and continually refer to it in order to ensure no key requirements of the assignment are omitted.
- Encourage students to independently research the topic and to integrate the relevant theory with the assignment requirements. A minimum of two sources of information should be used and credited for each assignment.
- Guide students in the identification of the key requirements of assignments and stress the importance of researching each requirement using the appropriate headings.
- During practical classes encourage students to identify and understand (i) the factors that are critical to the success of the dish (key factors) and (ii) the most important related hygiene and safety factors. Remind students of the importance of citing reasons in respect of key factors and safety /hygiene considerations.
- When conducting evaluations students should be reminded to critically analyse the outcome and not just describe what they can see and taste.
- Remind students to refer to the assignment research before completing the evaluation of the assignment requirements. Using headings such as ‘implementation’ and ‘specific requirements’ might assist students to be more focused in their evaluations
- Encourage students to write up their journals concurrently with doing the related practical work. This is essential as otherwise students may omit sections or confuse the work for different assignments.

Students:

- When selecting dishes give due regard to:
 - the requirements of the assignment and the findings of the investigation; every effort should be made to include a broad a range of applications representative of the research carried out
 - the opportunities presented by the assignment to extend your learning experiences and skills development beyond what is undertaken for Junior Certificate
 - current healthy eating guidelines
 - avoidance of the over-use of convenience foods
 - avoidance of repetition; dishes should not be repeated or partially modified and repeated.

- Conduct research using as many different sources e.g. leaflets, newspaper and magazine articles, cookery books etc. as possible. Avoid transcribing information directly from the class textbook.

- Read assignment carefully and investigate what you are asked. No marks are given for irrelevant material.

- Record research and analysis in the journal before doing the first practical application to avoid mixing up work.

- Write in sub-headings e.g. nutritional requirements, meal-planning guidelines and address each separately when presenting the findings of your research.

- Complete work sequence as part of planning. It should be brief and include “setting up” “different stages “and “evaluation” and should be indicative of what you intend doing.

- Record under implementation an account of the procedures followed when making the dish. Always include cooking time and temperature, serving and evaluation.

- Reflect on what you did in class to ensure the success of the dish and that it was safe to eat when recording key factors and safety / hygiene points considered.
- Evaluate your work immediately after completing each practical application.
- Read over your research before completing the final evaluation.
- When recording your assignment, note the following:
 - write up your journal as you complete the work
 - complete each page of the journal and ensure that all information is presented under the correct heading
 - do not use pencil; it can be illegible
 - do not divide lines; this can render information illegible and make it very difficult for the examiner to decipher.

4. Textiles, Fashion and Design Elective Coursework

1.0 Introduction

Textiles, Fashion and Design is one of three electives on the Home Economics – Scientific and Social syllabus. The assessment format for this elective comprises

- Practical Coursework 10%
- Written Examination 10%

The assessment criteria and mark allocation for the practical coursework are common for Higher and Ordinary Levels.

A Textiles, Fashion and Design assignment brief (common level) is issued annually to schools by the State Examinations Commission at the commencement of the Leaving Certificate programme of study.

Candidates, who select this elective, are required to

- ⇒ conduct an investigation of the assignment following the design process
- ⇒ produce design sketches for an outfit based on the theme of the assignment
- ⇒ construct one garment from the outfit designed
- ⇒ compile and present a design folder with information on analysis and research, implementation and evaluation.

The assessment of the design folders and completed garments is carried out in the candidate's school by an examiner appointed by the State Examinations Commission.

4.2 Performance of Candidates

86 candidates presented Textile Fashion and Design Elective Coursework.

The following is a summary of grades awarded to candidates in 2004.

Grade	A	B	C	ABC	D	E	F	N.G.
86	39	32	13	84	2	0	0	0
%	45.5	37	15	97%	2.5	0	0	0

Note: The grades here are indicative only. The grades awarded to candidates in Home Economics-Scientific and Social are computed from the combined results of the relevant components completed by candidates.

- The overall standard was excellent to very good with 45.5% achieving A Grades and 37% achieving B Grades. Only two candidates achieved a D Grade
- One candidate achieved 100% and two achieved 99%. Eighteen out of thirty-nine students scored 90% or more in the A grade category.

The assignment for 2004 required candidates to design an outfit, suitable for day wear or stage wear, based on a popular musical theme. Candidates were required to make one garment from the outfit and include two prescribed processes.

Twenty-six different musicals were selected and researched in the support study with Grease, Fame, Moulin Rouge, Beauty and the Beast being the most popular. Of the 86 items presented 18 were presented as 'casual wear' and 68 were presented as 'stage wear'. A total of 51 different types of garments were made, each very individual, including skirts, jackets, shirts, waist coats/bustier, dresses, hot pants etc. Where candidates chose to make similar garments e.g. 'poodle skirts', individualism and creativity was provided for through the use of a wide variety of fabrics and the selection of a range of different appliqué designs and application methods. As well as poodles there were West-Highland-terriers, cats and records, lightning bolts, butterflies and music note motifs etc. Some candidates added ribbons at the waistband or 'rick-rack' braid at the hem to give further individuality while others added embroidery and beading. Some candidates also altered the chosen commercial pattern to suit the selected outfit. One candidate drafted a skirt pattern.

Candidates appear to have been working within a defined timeframe which is very important when completing an aspect of a Leaving Certificate subject with a specific weighting. Time was mentioned by many candidates as a 'constraint' and again sometimes in the evaluation.

4.3 Analysis of Candidate Performance

As evidenced in the results obtained, the standard of garments presented was impressive. Garments were attractive, well made and finished to a very high standard. General skills demonstrated in relation to sewing and handling of fabric were consistently very good to excellent.

The three mandatory processes prescribed in the assignment were:

- Appliqué
- A waistband
- A pocket

Appliqué

Appliqué was by far the most popular process selected and much of the work presented was excellent. In a small number of instances the work was minimal, barely fulfilling the requirement. Occasionally, work described by the candidate as Appliqué was not actually Appliqué e.g. zigzagged lace edging described as Appliqué.

This process gave scope for individualism as well as allowing candidates to demonstrate their creativity. While many students used felt fabric, which is an expensive fabric and sometimes difficult to source, others made very good use of ordinary woven fabrics backed with either iron-on interfacing. In attaching the Appliqué, blanket-stitch, machine zigzag/satin stitch and large running stitch were all used and the general level of skill demonstrated was excellent.

The main problems encountered included the following:

- Poor quality uneven stitching
- Appliqué not lying flat (not pressed properly before applying)
- Not sufficient Appliqué work

- Machine stitching puckering or differing stitch size
- Sections of Appliqué not sewn
- Poor interpretation of the process of Appliqué
- Non-woven interfacing bubbling on the finished motif/logo.

Waistbands

While some variation in standard was noted, most candidates who applied a waistband achieved a high quality finish.

The main problems identified included:

- Uneven waistbands
- Waistbands not overlapping properly to cover the zip when closed
- One end of the zip higher than the other where waistband has been attached unevenly
- Rolling of waistbands
- Inside of waistband slip-stitched very loosely instead of using more secure hemming stitch
- Poor pressing
- Interfacing ‘rucking’ inside bands.

Pockets

Pockets were mainly patch pockets with one ‘in-seam pocket’ and one concealed pocket in the waistband. The standard of finish varied but most were functional.

The main problems noted included:

- top corners not finished securely
- no stitching on the top fold
- uneven corners / poorly shaped pockets.

General

Notwithstanding the high standard of work, some general common weaknesses noted in relation to skills demonstrated included the following:

- Circular hems puckered with an uneven finish

- Zips insertion procedures were incorrect
- Garments not pressed as the work progressed, particularly darts and seams
- Threads not finished off (simple tidying)
- Some of the garments stained/marked
- Poor tension when stitching using the sewing machine.

The Design Folder

Many candidates carefully analysed and made good use of research undertaken to develop individual ideas. In their folders, candidates showed this by presenting pictures from a variety of musicals or even a variety of pictures from different scenes of one musical – showing the various characters and the garments that could be made. Sketches were very individual and showed good artistic ability. Many students went to see the selected musical or watched it on video. Some used the Internet to download related information.

A number of candidates, who were awarded high marks for their garment, lost marks for their Design Folder. This was mainly due to sections being omitted despite the requirements for inclusion in the design folder being clearly specified on page 4 of the assignment brief.

The main problems identified included:

- Omitting the labelling of mandatory processes on sketches
- Omitting any description of the garment
- Work sequence/proposed course of action omitted
- Omitting the implementation or describing only the implementation of the mandatory processes
- Poor evaluation – e.g. evaluation of garment only without mentioning how it related to the chosen theme.

4.4 Recommendations for teachers and students

- It is essential that the assignment brief be carefully adhered to
- Ensure that the mandatory processes are interpreted and executed properly
- Allow as much individuality and variety as is feasible within the class group. Each student should engage in individual research and outfits should be the student's individual design
- When deciding on the garment to be made students should
 - consider the time available
 - select a garment that includes the mandatory processes and avoid garments that include a wide range of additional processes
 - select a suitable fabric that is easy to handle
- Students should press the garment at each stage – darts, seams etc. as this ensures a better finish
- Finish loose threads and press well before presenting
- If using a sewing machine ensure the tension and stitch size is correct for the selected fabric.
- In relation to the Design Folder, teachers should refer to the guidelines included in the resource notes given by the Home Economics Support Service.

5. Ordinary Level Written Examination

5.1 Introduction

The ordinary level written examination paper comprises three sections as follows:

Section A (60 marks)

This section contains 12 short answer questions based on the Food Studies and the Resource Management and Consumer Studies areas of the syllabus core. Candidates are required to answer 10 questions in the spaces provided on the examination paper. All questions in this section carry equal marks.

Section B (180 marks)

This section comprises five long answer questions based on the three core areas of the syllabus. Candidates are required to answer Question 1 and any other two questions from this section. Question 1 is worth 80 marks, Question 2,3,4 and 5 are worth 50 marks each.

Section C (80 / 40 marks)

This section contains three questions based on the three elective areas of the syllabus. Each question has three parts. Candidates are required to answer part (a) and either part (b) or part (c) of the selected question. Questions 1 and 3 are worth 80 marks, while question 2 (Textiles, Fashion and Design) is worth 40 marks.

Candidates who submitted Textiles, Fashion and Design coursework are required to attempt Question 2 from this section.

Candidature

4974 candidates took the Leaving Certificate Home Economics, Ordinary Level written examination; this represents a decrease of 331 (6.2%) when compared with 2003.

5.2 Performance of Candidates

Table 8 provides a summary of the results achieved by candidates in this component.

Table 8: Home Economics – Scientific and Social, Ordinary Level summary of results (%) obtained in the written examination

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2004	4958	2.7	23.1	38.1	63.9	26.5	7.4	1.9	0.4	9.7

Note: The grades here are indicative only. The grades awarded to candidates in Home Economics-Scientific and Social are computed from the combined results of the relevant components completed by candidates.

5.3 Analysis of Candidate Performance

Table 9 shows the Average Mark and the Frequency of Attempts per Question / Section A based on an analysis of the results of a Random Sample of 640 scripts

Table 9: Average Mark and Frequency of Attempts per Question/Section A

Section/Question	Attempt Frequency %	Average Mark	Average Mark %
A	100	35.7	44.6
B1			
	100	53.0	66.2
B2			
	37.5	25.4	50.8
B3			
	28.6	25.6	50.9
B4			
	42.8	32.9	65.8
B5			
	81.1	36.2	72.4
C1			
	29.8	41.4	51.7
C2			
	4.8	32.5	81.2
C3			
	63.6	45.1	56.3

- All candidates attempted Section A as required. However, the average mark was disappointing being less than 50% and the lowest mean mark for the paper.
- All candidates attempted the compulsory question, Question B1, which elicited an above average mean mark % of 66.
- Question B5 was by far the most popular of the optional questions and was selected by in excess of 80% of candidates. Its mean mark suggests that candidates encountered little difficulty in answering this question.
- Question C2 attained the highest mean mark % of the examination.

Section A – Short answer questions (60 marks)

All candidates attempted this mandatory section with the majority attempting all twelve questions. Answering varied from good to very weak. Even the very best candidates did not attain full marks, as parts of questions were omitted or answered incorrectly or inaccurately. Candidates who attained a grade D, or less, in this examination generally, achieved very low marks in this section.

Question 1

The majority of candidates knew the functions of lipids. However, many candidates confused vegetable and marine sources or were unable to name one source of each.

Question 2

The uses of carbohydrates in food preparation were not well known. Many gave examples of dishes from which the examiner could deduce a use and thus gained one mark. Few candidates could identify an appropriate digestive enzyme and this part of the question was frequently not attempted.

Question 3

Answers varied from fully correct to a vague reference e.g. skin, eyesight etc. The dietary sources of Vitamin A elicited mixed quality answers with many incorrect examples of fruit and vegetables listed.

Question 4

This question was generally well answered, however, some candidates confused dietary guidelines with guidelines for meal planning. With a few exceptions the majority of candidates correctly identified a diet related health condition.

Question 5

Most candidates knew at least one factor that affected the tenderness of meat. The most common factors given were cooking and age of animal. A significant number of candidates confused “factors that affect the tenderness of meat” with “ways of tenderising meat”. Most scored only half marks for this part of the question.

Question 6

This was well answered and the majority of candidates scored full marks.

Question 7

This was the least popular question in this section. However, good quality answers were given when attempted. The majority of candidates could identify at least one natural preservative.

Question 8

Disappointing answering here with many candidates' answers suggesting that they did not understand the question or did not read it carefully. Many named egg dishes rather than stating the uses of eggs in food preparation.

Question 9

The answer to this question was well known and most candidates scored full marks. Even candidates who gained low marks in this section in general were able to answer this question correctly.

Question 10

This question on PRSI was either perfectly answered or omitted. Candidates who knew PRSI could also list the benefits. Other candidates listed incorrect examples.

Question 11

Overall this question was well answered. Energy efficiency was understood by most and almost all candidates could name at least one appropriate appliance.

Question 12

Consumer laws were not accurately named but many were awarded one mark for partially correct attempts. The function of the small claims procedure was known by a minority of candidates and was frequently not attempted.

Section B (180 marks)

Candidates were required to answer Question 1 and any other two questions from this section.

Question 1 (80 marks)

Attempt Frequency: 100%

Average Mark: 66.2

- (a) The majority of candidates gained full marks here and were able to give two specific points and a third point that could be a general point in relation to growth or a preventative point.
- (b) This was well answered with the majority of answers referring to osteoporosis, rickets and weak bones. Only a minority mentioned muscular spasm.
- (c) Most candidates identified a correct nutrient. Weaker answers referred to foods or omitted this part of the question.
- (d) This part was answered well by the majority of candidates who gave a full menu for the day with at least two courses per meal plus a suitable beverage. Poorer quality answers gave just one-course meals and many omitted a beverage.
- (e) The majority of candidates gave three points but in many cases all referred to calcium without any reference to general nutritional requirements, as specified in the question. This would suggest that some candidates did not read the question carefully.
- (f) This part of the question was well answered by candidates who attained higher grades overall in the examination with many scoring full marks. Some candidates did not score well as they did not develop their answers or they identified just one relevant point for each of the two topics selected. A number of candidates wrote long extended answers that lacked focus and did not address two aspects of the question as required.

Question 2 (50 marks)

Attempt Frequency: 37.5%

Average Mark: 25.4

- (a) Candidates scored well here and some very interesting ideas were put forward regarding the inclusion of fruit and vegetables in the diet. Weaker candidates referred to the nutritional advantages of eating fruit and vegetables – others listed suitable dishes. Smoothies and desserts were the most popular choices.
- (b) Varied answering here – some excellent, others very poor. Roots and leafy greens were most popular and best known. This part of the question was often omitted. Some candidates did not understand the word “classify” and gave nutritional advantages of vegetables. Some candidates classified fruits.
- (c) This part of the question was poorly answered in so far as candidates failed to give four reasons. There was insufficient explanation of the functions in the diet of fruit and vegetables. Main points given referred briefly to skin, hair growth, etc.
- (d) (i) This part was well answered – sugar and salt being frequently listed as well as colourings. Many candidates were unable to identify specific additives but were able to clearly state the function of additives in food.
(ii) This part was also well answered and showed that candidates had a good knowledge of food additives. The majority of candidates gained full marks here.

Question 3 (50 marks)

Attempt Frequency: 28.6%

Average Mark: 25.6

- (a) The required number of advantages was generally not given. Most candidates gave only one advantage and this was often not accurate.
- (b) It was evident from some answers that candidates did not read this question carefully as many answers referred to car and health insurance rather than household insurance as specified in the question. Only a minority of candidates were able to name and describe two types of household insurance.
- (c) (i) Candidates answers here suggested a lack of understanding of the term

‘social’ – many wrote about pubs and clubs.

- (i) Most candidates referred to the economics of buying versus renting a house and this section was generally answered fairly well.
- (ii) The majority of candidates did not interpret this part of the question correctly and answers, as a result, were often just vague references to house contents, living in the city as compared to the country etc.

Many candidates did not set out answers under the correct headings for this section of the question.

Question 4 (50 Marks)

Attempt Frequency: 42.8%

Average Mark: 32.9

- (a) This was either well answered or misinterpreted. Reference to ‘Reduce’ ‘Re-use’ ‘Recycle’ was frequently included in answers. Some answers referred to general consumer responsibilities and were not related to the environment. This was the most common error noted.
- (b) This part was very well answered with most candidates presenting four relevant guidelines. Some points from (a) were repeated here.
- (c) The most common types of pollution mentioned included air, water and noise. Some candidates also listed waste and litter. Adequate detail was given in most answers. Some candidates did not give a correct type of pollution but stated correct causes and effects.
- (d) This part was well answered. The majority of candidates were able to name a government initiative. The levy on plastic bags and the ‘Reduce,’ ‘Reuse’ and ‘Recycle’ campaign were referred to in most answers.

Question 5 (50 Marks)

Attempt Frequency: 81.1%

Average Mark: 36.2

- (a) This was well answered by the majority of candidates with well-developed points presented. Some candidates did not distinguish between ‘physical’ and

‘psychological’ needs and referred in general terms to food, clothing, shelter and love. Some weaker answers lacked detail.

- (b) Candidates answered this part of the question very well giving plenty of detail and often more than the required number of points. Many related their answers to everyday family situations.
- (c) The majority of candidates suggested communication and compromise as the preferred solutions for dealing with conflict. The majority of answers were accurate and well developed.
- (d) This part of the question was well answered and most included the required four points. Expansion on points was good with many candidates getting full marks. Weaker answers were repetitive with only one factual point generally given in an extended paragraph of writing.

Section C (80 marks)

Candidates are required to answer one question from this section.

Elective 1 – Home Design and Management (80 marks)

Candidates selecting this elective question are required to answer 1(a) and either 1(b) or 1 (c).

Attempt Frequency: 29.8%

Average Mark: 41.4

Part (c) was more popular than part (b) however many candidates attempted both parts.

- 1(a)** This was a new format of question with significant information given in the diagram on the examination paper, however, many candidates did not utilise the diagram to full advantage or at all.
 - (i) Quite a number of candidates drew the diagram again. The water system did not appear to have been known by many candidates and few answers provided adequate descriptions.
 - (ii) (a) Only the better answers identified water pressure as the correct answer.

- (a) Very few candidates understood the reason for the water mains being connected directly to the kitchen sink.
 - (iii) (a) Most candidates knew the function of the overflow pipe.
 - (b) Many candidates confused ‘stop cock’ with ‘ball cock’ and thus lost marks.
 - (iv) This was reasonably well answered – lagging of pipes was frequently suggested and most candidates correctly identified the importance of running pipes underground to protect them from frost.
 - (iii) While candidates were able to name two methods of making water safe, many did not gain full marks, as they did not describe the methods as required. Some candidates incorrectly gave a lot of information on fluoride.
- 1(b)**
- (i) A significant number of candidates identified only two factors with some answers referring to types of lighting and not the factors. Many candidates had no difficulty in identifying four relevant factors.
 - (ii) Better quality answers showed an in-depth knowledge of CFL.’s while weaker answers did not distinguish between CFLs and other light fittings.
 - (iii) Many candidates gained full marks for this part of the question. All candidates correctly identified one light e.g. desk light. Some candidates lost marks as they referred to items such as dimmer switches rather than stating clearly the two light fittings being recommended.
- 1(c)**
- (i) The majority of candidates recommended rented accommodation and, in many instances, linked reasons to the information given in the introductory statement. Lesser quality answers did not identify clearly any reasons. Some candidates misinterpreted the question and wrote about the type of transport one would recommend rather than the type of accommodation.
 - (i) This part of the question was well answered and the majority of candidates were able to name three professionals although little descriptive detail was given in weaker responses.

Elective 2 – Textiles, Fashion and Design (40 marks)

Comparatively, few candidates attempted this question. However, the number of candidates who did attempt it far exceeded the number who submitted Textile, Fashion and Design coursework. Many candidates who attempted this question attempted two questions from Section C.

Attempt Frequency: 4.8%

Average Mark: 32.5

- 2(a)**
- (i) This part was very well answered. The majority of candidates used the table of information supplied and scored full marks.
 - (i) Sketches of shirts varied from very good to poor. Good quality answers included well-proportioned sketches that were clearly labelled. Some candidates lost marks as they omitted to describe two elements of design, however, many written descriptions adverted to colour and line.
 - (ii) The majority of candidates suggested appliqué as the appropriate method for attaching a company logo. Reasons for choosing this method were either correct or omitted. Some candidates omitted this part of the question altogether.
- 2(b)** This section of the question was not often attempted and where attempted was generally not well done.
- (i) The profile of a natural fibre was well answered only by the minority. If fibre production was known and studied, candidates scored full marks.
Fabric construction technique did not appear to be known or else candidates misunderstood the question.
 - (ii) The majority of candidates gave one colour application but failed to give a description of the method of application.
- 2(c)** A popular part of the question and generally well answered.
- (i) Answers presented here suggested that candidates' answers were based on their own personal experiences as well as from their class work.

Media, pop stars and peers were the most commonly suggested influences. Marks were lost because of lack of detail or repetition of information.

- (ii) Candidates were able to name career opportunities but many did not include a description. Fashion designers, models and clothes manufactures were regular choices given.

Elective 3 – Social Studies (80 marks)

Attempt Frequency: 63.6%

Average Mark: 45.1

Part (b) was more popular than part (c), however, many candidates attempted all or parts of both (a) and (b).

- 3(a)** (i) Candidates who knew the meaning of the word ‘urban’ scored very well. These candidates identified and developed the required number of points and referred to facilities, jobs and social/leisure activities. Weaker answers confused urban with rural and answers were frequently repetitive and lacking in focus.
 - (ii) (a) Some candidates again confused urban and rural or discussed the reasons for variations in the number of people living in urban / rural areas without mentioning how such patterns of living impact on family life.
(b) As in (a) ‘impact’ was not referred to, with many candidates just identifying some general points relating to improvements in entitlements. Many candidates omitted this part of the question.
 - (iii) While a minority of candidates omitted this part of the question, the majority scored well. FÁS was the most frequently selected organisation and candidates were well able to describe its work.
- 3(b)** (i) The majority of candidates gave a good explanation of their understanding of poverty and referred to inadequate housing, lack of food etc. Some weaker answers did not clearly define inequality but did provide relevant examples.

- (ii) All candidates were able to identify two groups at risk of poverty but reasons were vague or not given at all.
 - (iii) This part of the question was very well answered. Candidates referred to ill health, poor diet and lack of education as the principle effects of poverty on children.
- 3(c)**
- (i) The relevance of work to every day life helped candidates in their answering of this question with many answers referring to job satisfaction, working conditions, pay etc.
 - (ii) This part of the question was omitted by quite a few candidates. Where attempted, the majority could explain 'intrinsic job satisfaction' while few could give an adequate explanation of 'extrinsic job satisfaction'.
 - (iii) The majority of answers included at least two well developed points relating to the effects of unemployment on the individual, thus gaining full marks.

5.4 Conclusions

- In general candidates demonstrated satisfactory levels of knowledge and skills.
- The question topics and question styles used were deemed to be student friendly. Examiners commented in particular on questions with a new format e.g. where a table of information or an introductory statement was given. However, there was evidence that questions, which required candidates to use and apply information from tables, charts and/or case studies, presented difficulties for some candidates. This was particularly evident in relation to candidates who attained lower marks overall. Where candidates read this information carefully and applied it in their answering it invariably increased the quality of their answers.
- There was less evidence of candidates omitting questions or parts of questions than in other years. This was, perhaps, attributable to each section of each question being numbered and on a separate line. Omissions were generally within questions, especially in parts considered more challenging.
- It was evident from responses to the question paper that terminology posed difficulties for some candidates. For example, key words like ‘urban’ ‘rural’ ‘impact’ appeared to be misunderstood by some candidates.
- Some inaccurate answering would suggest that some candidates did not read the questions carefully and thus answers lacked focus.
- In Section A (short answer questions) almost all candidates attempted 10 questions as required, with a significant number attempting all 12 questions. Candidates who attempted 12 questions usually scored better than those attempting the mandatory 10. Some of the answers given for the short answer questions in Section A were long, extended answers when short factual answers which require less time to complete would have been adequate. Answers in this

section were generally of an average to poor standard with many candidates' answers being inaccurate or incorrect.

- A small number of candidates omitted to answer any Section C elective question while a significant number attempted questions from two elective areas with a minority attempting questions from all three electives.
- Overall the new format of paper and question styles were well received, making the paper more 'student friendly' and, in the opinion of examiners, helped candidates in their answering.

5.5 Recommendations to Teachers and Students

- Students should spend time practising the answering of questions from past examination papers, including the sample paper.
- The terminology used on examination papers needs to be fully understood. All students need to be able to distinguish between commonly used question cues e.g. list, discuss, describe, analyse etc.
- Teachers should emphasise to students the importance of reading questions carefully in order to answer accurately and relevantly.
- Time management is essential if the required number of questions are to be answered. It is suggested that candidates answer compulsory questions first and then proceed to choices.
- Candidates can only be credited with marks for the required number of questions. It is better to complete as fully as possible the required number of questions from each section than to spend time doing parts of additional questions, as excess answers are disallowed.
- When presenting answers students should consider the following:
 - start each question on a new page
 - use a new line for each different point
 - ensure that information is set out under the correct heading
 - keep referring back to question and make sure information is relevant to question being answered
 - avoid repeating points of information .
- Students should know the name of the elective they have studied and attempt the question for this elective only.

6. Higher Level Written Examination

1.0 Introduction

The higher level written examination paper comprises three sections

Section A (60 marks).

This section contains 12 short answer questions based on the Food Studies and the Resource Management and Consumer Studies areas of the syllabus core.

Candidates are required to answer 10 questions in the spaces provided on the examination paper. All questions in this section carry equal marks.

Section B (180 marks).

This section comprises five long answer questions based on the three core areas of the syllabus. Candidates are required to answer Question 1 and any other two questions from this section. Question 1 is worth 80 marks, Question 2,3,4 and 5 are worth 50 marks each.

Section C (80 / 40 marks).

This section contains three questions based on the three elective areas of the syllabus. Each question has three parts. Candidates are required to answer part (a) and either part (b) or part (c) of the selected question.

Questions 1 and 3 are worth 80, while question 2 (Textiles, Fashion and Design) is worth 40 marks.

Candidates who submitted Textiles, Fashion and Design coursework are required to attempt Question 2 from this section

Candidature

10,524 candidates took the Leaving Certificate Home Economics, Higher Level written examination; this represents a decrease in candidature of 2,210 when compared with 2003.

2.0 Performance of Candidates

Table 10 provides a summary of the results achieved by candidates in this component.

Table 10: Home Economics – Scientific and Social, Higher Level summary of results (%) obtained in written examination

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2004	10,524	5.9	25.3	36.8	68.0	25.2	6.0	0.7	0.1	6.8

Note: The grades here are indicative only. The grades awarded to candidates in Home Economics-Scientific and Social are computed from the combined results of the relevant components completed by candidates.

6.3 Analysis of Candidate Performance

Table 11 shows the Average Mark and the Frequency of Attempts per Question / Section A based on an analysis of the results of a Random Sample of 800 scripts.

Table 11: Average Mark and the Frequency of Attempts per Question/Section A

Section Question /	Attempt Frequency %	Average Mark	Average mark %
A	100	37.1	61.8

B1	99.7	46.9	58.6
B2	47.7	36.2	72.4
B3	39.8	30.4	60.9
B4	55.6	32.9	64.8
B5	56.8	30.9	61.8

C1	36.0	49.8	62.2
C2	0.8	25.4	63.5
C3	62.2	50.8	63.5

- All candidates attempted Section A
- Two candidates did not attempt the compulsory Question B1

- Question B5 was the most popular of the optional questions in Section B, followed closely by B4 while B3 was the least popular
- Question B2 had the highest average mark
- C3 was the more popular Question in Section C.

Section A – Short answer questions (60 marks)

Attempt Frequency: 100%

Average Mark: 37.1

Question 1. Most candidates knew the structure of an amino acid and attained full marks. Many candidates gave extended answers and also named some of the essential amino acids, which was not required.

Question 2. Two functions of Vitamin C were correctly stated in most answers, though the more common functions were not always given. Many candidates were unable to explain how Vitamin C assisted the absorption of iron.

Question 3. A significant number of candidates confused the different B Vitamins; in particular beriberi was often associated with the incorrect vitamin. The majority of candidates were familiar with Folic Acid. Many weaker answers were unable to state the effect of a diet deficient in cobalamin.

Question 4. Most candidates knew two nutrients, i.e. starch and protein, but many were unable to identify the vitamin content. It was surprising to see that a significant number were unable to give a correct definition of “gelatinisation” as this was a property investigated in one of the compulsory Food Studies practical coursework assignments. Some answers confused gelatinisation with gelatine.

Question 5. The majority of answers gave a correct explanation of irradiated food. However, quite a number of candidates were unable to state how irradiation affects food. In some instances candidates confused irradiation with methods used for drying food.

Question 6. Most understood biodegradable packaging and gave a correct use. However, quite a number of candidates could not explain modified atmospheric packaging and just mentioned removal of air as a partially correct answer.

Question 7. Only a small proportion of candidates were able to answer each part of this question correctly. Many could identify one bacterium as a contaminant but were unable to identify a second contaminant. Others suggested contaminants that did not enter the food chain, or that did not affect the body.

Question 8. Most candidates received full marks for this question and listed appropriate examples of foods suitable for vegans. However, many candidates included meat and fish as sources of protein, calcium and iron making the answers unacceptable.

Question 9. Many answers achieved just 3 out of a possible 6 marks here. Annuity mortgage was well answered by the majority of candidates, however, most were unable to explain endowment mortgage.

Question 10. The advantages of credit buying was well answered by the majority. However, very few candidates could identify three areas controlled by the Consumer Credit Act.

Question 11. Most answers listed two desirable properties of upholstered furniture but many were unable to accurately identify the label. Many answers were awarded half marks for stating fire resistant, however few stated that it was resistant to cigarette and match ignition although the information was illustrated on the label.

Question 12. The majority did very well on this question; explanations and examples of renewable and non-renewable resources were correct in the majority of answers.

Section B (180 marks)

Question 1 (80 marks)

Attempt Frequency: 99.7%

Average Mark: 46.9

- (a) The standard of answering varied considerably on this part of the question. The majority of answers referred to the information on the chart and identified four points relating to trends in fish consumption. In better quality answers, candidates selected each type of fish, used the information on the chart to form a comment on the consumption trend and specified a relevant reason. Reasons included nutritional, practical, geographical and consumer. Weaker answers did not use the information supplied and repeated points relating to polyunsaturated fatty acids and low fat content for salmon, trout, white fish and tuna.
- (b) The nutritive value of fish was very well done by candidates who attained higher grades in the examination. Almost all stated that fish contains HBV protein and is lacking in carbohydrate and gave suggestions as to how the carbohydrate content might be increased. Many weaker answers were inaccurate in relation to the fat content of fish and some even stated that white fish contained saturated fat. Information in relation to vitamin content was often vague and not specific to either white or oily fish. Most were aware that fish was rich in polyunsaturated fatty acids, although many answers did not always specify oily fish.
- (c) Reference was made in most answers to Omega 3 fatty acids but, in some instances, cholesterol was not mentioned.
- (d) In general answers on Vitamin D were not of the expected standard. As this part of the question was worth 24 marks this resulted in a disappointing overall mark for this compulsory question. In many answers only one property, i.e. fat-soluble, was identified with a maximum of two functions

stated. Few candidates correctly stated the RDA and many omitted RDA altogether.

- (e) This was well done by the majority of candidates and most answers referred to both fresh fish and fish products, as required.

Question 2 (50 marks)

Attempt Frequency: 47.7%

Average Mark: 36.2

- (a) This part of the questions was well attempted by most candidates with the majority receiving at least 8 out of the 10 marks available. Some candidates did not list points for both preparation and storage. Some listed general hygiene points that were not specific to either heading given and, thus, lost marks.
- (b) It was evident from some of the answers given here that some candidates did not read the question carefully or, having read the question, did not correctly interpret what was being asked. These answers were general descriptions of HACCP with many of the key steps of the process not identified and applied. Some excellent answers, that scored full marks, were also presented.
- (c) Very few fully correct answers were given here. Many candidates explained infectious food poisoning but were unable to explain toxic food poisoning.
- (d) This was well answered by the majority of candidates with most attaining at least 16 of the 20 available marks. Salmonella and e-coli were the bacteria generally selected while a minority of candidates did not specify any bacterium. The most common error, noted by examiners, related to candidates not differentiating between sources of infection and high-risk foods.

Question 3 (50 marks)

Attempt Frequency: 39.8%

Average Mark: 30.4

- (a) Almost all candidates gave a very comprehensive account of the considerations that the Jones family should follow when planning the household budget and, consequently, received full marks here. Weaker answers just listed all of the essentials that money is required for when planning a family budget.
- (b) Many answered this well and used the information in the introductory statement to identify net monthly income, mortgage repayment, crèche and car expenses as essential items for inclusion in the budget. A significant number of answers gained only half marks as the areas of expenditure, while correctly identified, had no indication of amounts/percentages of income to be apportioned. Some who gave values or percentages were very inaccurate and only received half marks. A small number of answers omitted essential expenditure areas such as food.
- (c) Almost all candidates named a health insurance scheme as required. Weaker answers gave no details or reasons for choice.
- (d) This was the least well-answered part of this question and attained half marks on many scripts. While the majority of answers identified how the family functions as a financial unit, few were able to link this to the economy.

Question 4 (50 marks)

Attempt Frequency: 55.8%

Average Mark: 32.9

- (a) This was very well answered by the majority of candidates with very comprehensive accounts given of the factors that effect consumers' decision making. However, some candidates limited their responses to a particular

product e.g. a large appliance or a food product or a service rather than the more general intent of the question.

- (b) This was answered very well by most candidates who correctly identified two types of retail outlets and the advantages and disadvantages of each. Small independent shops, chain stores, department stores were the most common ones given. In some weaker answers the shop proprietor's name was stated with no indication of the type of shop being referred to.
- (c) Most candidates correctly identified an appliance with an element. Electric kettles and deep-fat fryers were the appliances most commonly chosen. The most significant error noted was where candidates opted for a microwave cooker (without an element) resulting in a loss of twenty-four marks. In many answers an inadequate explanation of the working principle of the selected appliance was provided. Guidelines for use of the appliance were frequently limited to two points. Even in the case of otherwise good answers, information on energy efficiency was occasionally vague and inaccurate.
- (d) This part proved to be difficult for the majority of candidates. Whilst many were able to outline the main points of the Act, giving details regarding the Sale of Goods and the Supply of Services and the standards required in each case, many were unable to outline the role of protection provided by the Act against faulty goods. Weaker answers merely mentioned refund, repair and replace without further elaboration.

Question 5 (50 marks)

Attempt Frequency: 56.8%

Average Mark: 30.9

- (a) This was generally well answered and most answers provided well-developed descriptions of at least three, and in most cases four, functions of the family. Sufficient detail was given in most cases to warrant full marks. However, in some instances the functions were incorrectly identified and/or inadequately explained.

- (b) Those answers that referred to the role of the elderly within the family, as specified in the question, generally gained higher marks. Many answers given here were vague and appeared to be based on personal opinion and experiences rather than factual information.
- (c) This part was well answered by candidates who achieved higher grades overall in the examination. These candidates presented their answers in table format and sequentially described the development of the family from the beginning of the century to the present day. Some poorly structured answers listed general points without any time inference.
- (d) Candidates who recognised the piece of legislation referred to in the question, generally, received full marks. A considerable number of candidates were unsure of the act being referred to and gave incorrect answers stating that the act provided for the granting of barring orders and protection of weaker members of the family.

Section C (80/40 marks)

Elective 1 – Home, Design and Management (80 marks)

Attempt Frequency: 36%

Average Mark: 62.2%

In relation to the choice between 1 (b) and 1 (c) the majority favoured part 1(b).

- 1(a)** (i) This question required candidates to analyse the factors that have contributed to the distribution of house styles as portrayed in a pie chart. Only a minority of candidates competently analysed three factors and linked these to the information in the chart. Many candidates made no reference to the information in the pie chart, while others just restated the information on the chart without making any attempt to analyse the associated factors. This was a new style of question and the many unsatisfactory attempts suggest that

candidates were not adequately prepared to answer questions where they are required to analyse and draw conclusions from the information presented.

(ii) Answers given here indicated that many candidates were unclear of the distinction between each of the three question headings. Many answered quite well on the social and occasionally the environmental factors that influence choice of housing styles but were unable to give detailed points on the cultural factors. Some candidates confused cultural and environmental factors. Many candidates were unsure of the term “housing style”. Some answers lacked sufficient detail; examples were just listed under each heading without any indication of how the factor identified influenced the choice of housing styles. This part of the question proved challenging and few candidates gained more than half marks.

(iii) Candidates either answered this part very well or gave vague, inaccurate information. Those who answered well gave the required detail and outlined all the stages involved in obtaining planning permission. Some failed to mention the visit to the site by the planning authority and, therefore, missed out on one essential point while others did not state the procedure in the correct sequence.

(iv) Those who were familiar with the National House Building Guarantee scheme generally obtained full marks. A significant number of candidates gave incorrect answers such as the provisions made by the Government for social housing. This section of the question, which was compulsory for candidates selecting this elective, was frequently omitted.

1(b) (i) This part of the question was well answered and most candidates gave three detailed points on the importance of ventilation.

(ii) Three methods of natural ventilation were required; the majority of candidates could give at least two examples while only better quality answers gave a third. Many answers lacked sufficient detail with no attempt made to explain how ventilation was provided by the methods listed.

(iii) The majority of candidates suggested an extractor fan or some type of cooker hood as the method of artificial ventilation suitable for a kitchen. Generally answers included at least two detailed points on the working principle and received full marks. The most common error noted was where an incorrect working principle was stated for the method selected.

1(c) (i) While not popular, candidates who answered this part of the question answered very well in general. Full answers were given on energy inefficiencies and strategies for improvement in the home. Sufficient detail was given in most instances for full marks.

(ii) Answers in general provided full details on three effects of fuel emissions on the environment and received full marks. However, some candidates just identified the point here but did not elaborate.

Elective 2 – Textile, Fashion and Design (40 marks)

Attempt Frequency: 0.8%

Average Mark: 25.4

Sixty-one candidates selected this elective. All candidates attempted part 2(a) which was compulsory and answers varied considerably. In relation to the choice between 2(b) and 2(c), the textile science section was the least popular and in general was not well answered.

2 (a) (i) All candidates completed a sketch, although many of the outfits presented were not formal as required. Few sketches included a jacket as part of the ensemble. The majority of sketches consisted of outfits for females, the most common being circular/ straight skirts and fitted tops with $\frac{3}{4}$ length sleeves. Some included trousers instead of a skirt. A small number of candidates drew outfits for males consisting of trousers, shirt, tie and jacket. The sketches varied in quality from weak to excellent. The description of the outfit was sometimes insufficient, with many just labelling the sketch with no separate description. Sometimes the description was omitted altogether.

(ii) The standard varied here. Some answers were very detailed and

provided excellent explanations of the relevant principles and explained clearly how these principles had been applied to the outfit. However, a number of candidates confused the principles of design with the elements of design and, therefore, lost 8 marks.

(iii) This part of the question was not always well answered with only one point given referring to colour or style.

2 (b) This section was only attempted by seven out of the sixty-one candidates. The main fabric selected was polyester/cotton while one attempted a wool/nylon mixture. The weakest sections of the profile were yarn production followed by fabric properties.

2 (c) (i) This was a very popular part of this question. Candidates had an extensive knowledge of the different fashion designers and were very familiar with their contribution to the success of the clothing industry in Ireland. Many gave examples of designers who had designed outfits for well-known Irish personalities to support their answers.

(ii) The crafts knitting and crochet and how these are now being used in the manufacture of Irish fashion garments were given by many candidates who correctly interpreted this question. Candidates who misinterpreted the question discussed Irish crafts e.g. pottery and glass, and/or the role of Irish Fashion designers in the manufacture of crafts, instead of the role played by the craft industry in Irish Fashion.

Elective 3 – Social Studies (80 marks)

Attempt Frequency: 62.2%

Average Mark: 63.5

In relation to the optional parts of this question, the majority of candidates opted for (b).

3 (a) (i) This part was answered well by the majority of candidates. Answers

included discussion on at least three factors that affect educational achievement.

(ii) The majority of candidates were able to describe, in detail, two initiatives that have improved access to second chance education. Fás, Vocational Training Opportunities Scheme and Youthreach were the most popular initiatives selected. However, some candidates gave incorrect answers, for example, Leaving Certificate Applied and Leaving Certificate Vocational Programme, as provided to second level students. Others correctly named initiatives but didn't give details or details were vague or inaccurate.

(iii) This was the part of the question that candidates found most challenging. Candidates were required to analyse the reasons why people return to education and, while most correctly identified a range of reasons, many answers made no attempt to elaborate or analyse the reasons identified.

3 (b) (i)(a) The majority received full marks here. All candidates were able to identify two types of childcare available in their locality.

(i) (b) This part was also well answered with most candidates presenting a broad spectrum of relevant points. In some answers considerations were listed as one / two word points with insufficient detail given.

(ii) All candidates attempting this question had a knowledge of the factors that have contributed to the increased participation of women in the workforce. Answers that did not score full marks contained either an insufficient range of points or the points identified were not elaborated on.

3 (c) (i) While this was the less popular option within this elective question, candidates who attempted it generally identified and explained at least four factors that influence family leisure patterns.

(ii) Most answers provided detailed explanations on the contribution of each of two different leisure activities to the physical, social and emotional

well being of teenagers, as required. In general this part of the question was very well answered with very few candidates gaining less than full marks

6.4 Conclusions

In general candidates demonstrated satisfactory level of knowledge and skills in the written paper. The majority of candidates answered the required number of questions in each section.

- In Section A most candidates attempted all twelve questions. The standard of answering of these questions was very varied with few candidates attaining full marks for the section. Many answers lacked accuracy, particularly in questions 2(b), 6, 7, 9, 10(b), 11(b). Some candidates gave extended vague answers where short factual points were required. Attempting all 12 questions combined with giving detailed answers suggests that some candidates spent too much time answering this section.
- A small minority of candidates, who did not perform well in the overall examination, omitted the compulsory question in Section B. While the general standard of answering in Section B was satisfactory there were aspects of questions not well answered by the majority, these included 1(a) and (d), 2(c), 3(c), 4(d) and 5 (d). Factually accurate information was required in most of these instances and it is important to note that candidates need to know this detailed information if high grades are to be attained.
- Very few candidates did not submit an elective question while a number attempted two elective questions or parts of elective questions. The most disappointing answers were given in 1(a) parts (i) and (iv). Students need to practice questions that require analysis of information and be able to apply what they have learned to particular situations / scenarios.
- There was very little evidence of unfinished questions or sections of questions left undone apart from Section A – 6(b) and 10(b), Section B – 1(d) and Section C 1 (a)(iv) and 3(a)(ii). Indeed a number of candidates attempted extra questions.

- Some inaccurate and vague answers were attributable to candidates not reading the questions carefully or to a misinterpretation of the question by the candidate.
- Some candidates who attempted Higher Level might have been better advised to take Ordinary Level.
- It was evident from responses to Question 1(a) that candidates were not adequately prepared to answer questions where they are required to analyse and draw conclusions from the information presented in this new style of question

6.5 Recommendations to Teachers and Students

- Areas of the syllabus that are linked should be studied together; this will assist students when answering integrated questions.
- Current trends and developments that pertain to the subject should be taken into account when teaching issues that are topical.
- Legislation permeates several areas of the syllabus; students need to know the relevant acts.
- Students should ensure that they have a detailed knowledge of the syllabus topics relating to Food Studies in order to attain good marks in Section A and the compulsory question in Section B.
- The ability to analyse and interpret information given in questions is essential. Case-study type scenarios, introductory statements and tables of information must be read and analysed carefully and the information then used in the development of subsequent answers.
- Students need to be able to apply the knowledge that they have learned during their course of study. Practice at doing examination questions is essential, as it requires students to apply what they have learned to a given situation.
- In relation to examination technique the following is suggested for students:
 - make and follow a time plan and time questions appropriately having regard to the weighting of marks for the question
 - be familiar with the common question cues such as ‘identify’ ‘analyse’ ‘discuss’ ‘outline’ and know the significance of each
 - know what elective question you are doing and ignore the other two questions
 - read questions carefully, highlight key words and ensure answers relate directly to the question being asked

- use information given in questions e.g. case studies, diagrams etc. to maximum advantage; it is there to help you
- answer in point form using clear and neat sub-headings
- always identify clearly the point of information and then elaborate on it
- avoid repeating information.