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 **GCSE EXAMINERS' REPORTS**

 **GCSE (LEGACY)**

####  HOME ECONOMICS

 **SUMMER 2018**

Grade boundary information for this subject is available on the WJEC public website at:

<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

## Online Results Analysis

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**Annual Statistical Report**

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

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HOME ECONOMICS: CHILD DEVELOPMENT

GCSE (LEGACY)

Summer 2018

UNIT 1: PRINCIPLES OF CHILD DEVELOPMENT

It was pleasing to note that, again this year, most candidates attempted all the questions; however, some candidates provided brief statements for describe and explain questions and therefore missed opportunities to achieve marks in the higher mark bands for these questions.

Q.1 (a) iThis question was well answered with the majority of candidates correctly identifying the energy value per serving when incorrectly answered this was because candidates had read per 100g instead of per serving.

(a) iiMany correct answers were seen however, foods such as broccoli and cauliflower were suggested as a mineral found in the baby food suggesting candidates did not understand the term mineral.

(a) iiiThe majority of candidates gave correct answers with carbohydrate and fat being the most popular responses.

(b) There were disappointing responses which indicated a lack of understanding of the deficiency disease caused by a lack of vitamin D.Several candidates suggested anaemia, iron deficiency or scurvy with very few identifying rickets as the correct answer.

(c)Generally this question was reasonably well answered with many candidates referring to a baby not being able to digest the food, could develop an allergy or reduce the risk of the baby becoming overweight. Several incorrect answers related to the baby not having teeth or needed the nutrients from the milk.

(d)The unsuitable foods were generally correctly stated but not always for the accepted reason, for example, toast strips spread with honey – toast too hard/scrape the throat/honey makes it stick to the throat. Grapes, because of the choking hazard was the most common correct answer. However, it was apparent that many candidates had misread the question and identified foods such as pureed apples and baby porridge naming correct foods to offer the eight-month old baby.

Q.2 (a) i-iii The majority of candidates achieved two marks, it was good to note that candidates had correctly responded by placing only one tick for each question; responses that ticked both true and false for the same question were very rare. Some candidates lost marks as they said that the baby’s fontanelle was checked six weeks after birth.

 (b) i This question was poorly answered as candidates failed to identify that vernix was a white/greasy substance covering on the baby’s skin, many candidates referred to the baby being covered in a red rash or yellow spots.

(b) iiAgain poorly answered, a red rash was often referred to and if hair was mentioned this was referenced to hair on the head not the downy hair on the body.

(c) There were disappointing responses which indicated a lack of understanding of the PKU test for the rare disorder called phenylketonuria. Some candidates correctly stated that this was a blood test taken from the baby’s heel and scored a mark however, very few candidates scored the two full marks as they were unable to describe what is then done with the blood. Quite a large number of candidates seemed to guess the answer as tests stated referred to testing the baby for Down’s Syndrome, the mother’s urine for protein or the amniotic fluid for various conditions.

Q.3The majority ofcandidateshad not paidattention to the introduction to the question that referred to pre-conceptual care and whilst lifestyle choices that need to be changed were identified the reasons given referred to the foetus and not the effects on the fertility, ovulation and sperm count of the prospective parents. The most common responses were to stop smoking and drinking alcohol and give up drugs.

Q.4 (a) i-iii Generally this question was reasonably well answered with the many candidates achieving the full three marks. It was unfortunate that some candidates underlined all or did not underline any answers consequently failing to gain any marks for this question.

(b) This question was poorly answered with candidates providing a vague response that did not clearly describe how an epidural anaesthetic is given. Candidates stated the injection would be given in the lower back with no reference to the spinal area, so no marks could be awarded and very few responses referred to a thin tube being placed in the epidural space at the spine through which the anaesthetic liquid is administered.

 (c) On the whole candidates showed a good understanding with many giving a balanced answer that included both the advantages and disadvantages of an epidural anaesthetic. Some answers however showed lack of knowledge as comments related to ‘gas and air’ thus failing to gain any marks.

(d) Disappointedlysome candidates did not attempt to answer both parts of this question.

 i Some candidates noted that for a Ventouse delivery the instrument was attached by suction to the baby’s head and that it aided the delivery by gently sucking/pulling or ‘hoovering’ the baby out.

ii Forceps were correctly explained as being a metal spoon-like tool that was attached to the head and used to gently pull out the baby. Some candidates confused the Ventouse with the forceps and failed to gain marks.

Q.5 This question was well answered with full marks achieved by the majority of candidates; suitable ideas on how a nursery could promote an understanding of cultural variation were given. However, suggestions such as a trip to various places of worship, get children to talk about their home life or do lessons on different religions would have been more appropriate for older children in school.

Q.6 (a) This question was well answered with many candidates achieving both marks, a range of different reasons for fostering were identified.

(b) Reasonably well answered with many candidates showing a good understanding with clear differences between fostering and adoption discussed resulting in a balanced answer. However, weaker responses stated that fostering is not permanent, adoption is ‘forever’ without enhancing or further development which consequently scored low marks.

Q.7 (a)Disappointingly,very few candidates were able to achieve full marks for this question as candidates referred incorrectly to wax being the cause of glue ear, but they understood that hearing was reduced, or the child would not able to hear very well and therefore one mark could be awarded.

 (b) On the whole candidates showed a reasonable understanding with general comments given as to the importance of a child’s hearing being tested regularly which included a child’s hearing could change because of illness, infections and accidents or a young child would not be able to tell parents about the problem and that a doctor could tell by doing tests and ‘do something to prevent the problem getting worse’. Several candidates stated that hearing aids or learning sign language could help and that it would benefit the child ‘sooner rather than later’. A few candidates mentioned briefly that language, speech or education could be affected by a hearing problem; more discussion would have enabled candidates to achieve marks in the higher mark band.

Q.8 (a)Overall, candidates provide a brief statement to explain the term ‘obesity’ with the most common answer being ‘the child would be overweight’ and therefore achieving one mark. Very few candidates achieved the full two marks by explaining that a child’s weight is higher than what is considered as healthy weight for a given height but incorrectly stated for a given age instead.

(b) Developed answers in relation to how obesity may affect the health and development of a child were needed to gain full marks for this question. overall, candidates were able to briefly state two ways obesity might affect the child’s health and development for two marks but failed to provide a detailed descriptive response for the additional two marks.

(c) On the whole candidates answered this question well and those who gave detailed discussion gained high marks. A wide range of points were considered but candidates need to be reminded to state the ‘because....... factor’ to gain marks in the higher mark band. Reference was made to balanced diets that follow the Eat Well Guide and the monitoring of portion size eaten by the child and preparing meals from scratch instead of eating many take away foods. Sensible suggestions such as drinking water instead of fizzy and sugary drinks and offering fruit or vegetable pieces for snacks instead of sweets were considered. However, many still assumed that chocolate or ice cream could be offered as ‘treats’ and failed to understand that snacks or food should not be offered as a reward. The need for regular exercise was frequently mentioned and that it could be encouraged as a family activity when taking the dog for a walk, bike rides, playing outside, visits to the park and walking to school. The importance of parents being good role models with reference to exercise and eating nutritionally balanced foods for children to follow was also discussed by many candidates.

Q.9 Reasonable knowledge was displayed, and many candidates were able to achieve middle banding marks as they were able to explain some points on how looking at books and listening to stories could help to improve the intellectual development of young children. Several candidates indicated that this activity helped children to acquire a wider vocabulary and that it contributed to the child’s creativity and imagination when playing. The higher achieving candidates provided responses which referred to the child’s understanding of the wider world being enhanced and to the learning and understanding of different concepts and provided examples to clarify their explanations. However, many candidates stated that young children enjoyed the closeness and bond with the parent when reading and regarded it as part of the bedtime routine but failed to comment fully on the value of looking at books and listening to stories in relation to acquiring language and ability to communicate and speak.

10 (b**)** seemed to be the most popular question with candidates however, when question 10(a) was answered candidates had considered all areas of development and therefore achieved fairly good marks. Many candidates lost marks for **Q10(b)** as their discussion did not include both positive and negative effects.

Q.10 (a) Many candidates were able to state how playing with sand could promote a child’s development and was a beneficial activity. When answered correctly candidates successfully named and explained fully the 4 areas of development giving details, e.g. of different grasps, hand and eye co-ordination, fine motor skills such as using stick to draw in the sand for Physical development, for Intellectual development creative ideas and imagination, concepts of wet and dry sand and different textures were identified. Social development included comments on sharing buckets and containers, conversation and taking turns, whilst being happy with the model and sandcastle made, being upset and angry if the idea did not work out or was destroyed by another child and receiving praise for the achievement referenced the Emotional development of the child. Occasionally some candidates considered gross motor skills when playing in the sand at the beach was identified as the child would be required to walk or run on uneven ground, carry buckets of sand and water when making the sandcastle. It was good to note the use of correct terminology.

 Weaker candidates provided accounts which were narrative with limited descriptions to support the areas of development identified; more discussion about how the activity helped to improve each aspect of development was required to achieve marks in the higher mark bands. Sometimes there were only two or three areas of development discussed; again as stated in previous years, Emotional development was often the one candidates failed to discuss. These accounts gained lower marks as did a bulleted list of answers which were not seen very often with this year’s candidates.

 (b) When answered well candidates displayed good knowledge and provided a range of appropriate suggestions of how divorce could affect children, many comments seemed to be based on personal experiences. Some candidates provided a balanced viewpoint which considered the positive aspects of divorce for example, a divorce was better as the child felt happier and less threatened, as well as the negative aspects which addressed the discuss command verb; these balanced answers were able to achieve higher marks but positive comments were limited and failed to discuss other aspects for example, possible stronger bonds with siblings, introduction to new children if there are step-siblings involved, increased bonding with a parent or improved problem solving skills.

 The most common responses included reference to the child feeling confused, upset, guilty, angry or be blamed for the divorce. Frequently discussions included comments on losing friends if they had to move away and change schools with a possible deterioration in school work and an increase in behavioural problems. However, some candidates did not develop these points fully by providing justifications for their responses which lost valuable marks.

**Conclusion**

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

Candidates should take time to plan their answer by identifying the 'key words' in the questions then carefully making note of the possible answers that would elicit a

well-balanced response to the question. It was good to see this year that several candidates had underlined the key words which helped them to understand the questions and give appropriate answers.

To achieve marks in the higher mark band candidates must show an excellent understanding and application of knowledge. Candidates could possibly have more practice in answering essay type questions, to give developed answers that give a relevant point with a detailed explanation.

Candidates should clearly indicate when they have used extra pages and to avoid writing outside the boxes provided for each question.

HOME ECONOMICS: CHILD DEVELOPMENT

GCSE (LEGACY)

Summer 2018

**Unit 2 Child Study**

All this year’s cohort should have completed the new Child Study Tasks, which focus on the physical aspect of fine motor skills and hand-eye-co-ordination; the intellectual area of language and communication skills or social and emotional development. As in previous years the physical development task was the most popular. On the whole, centres complied with the age of the study child being between the ages of 1 and 5 years old. Some centres failed to realise that new tasks had been provided and the candidates produced Child Studies linked to the old tasks. In future all centres in Wales must ensure that candidates complete the new tasks which were published in September 2016.

The overall presentation of the Child Studies was quite good with pleasing evidence of ICT skills. One frequently missing feature was the title of the task which should be recorded at the beginning of the Child Study. This lack of vital information caused many candidates to record irrelevant information which warranted no marks. All candidates should be instructed to write out the task title on the first page of the Child Study and use it as a reference throughout their assessment time within the classroom and to assist them with observing and investigating focused areas of development. It is important that prior to commencing the Child Study there is a whole group discussion about the focus of the task title so candidates appreciate the relevant investigational work required.

The division of the Child Studies into five sections was a common feature which enabled candidates to provide information and personal discussion on all areas of the task.

**Plan of Action**

In general candidates included a letter of permission which was sometimes the only indication of the area of development being investigated.

As required, there were two plans in most Child Studies outlining the proposed work within the classroom and activities with the study child. Many candidates gave detailed information of the route through the Child Study showing well organised approach.

The necessary resources were identified, such as blank questionnaires, drawing and cooking equipment, reading books and recording facilities often using a camera.

Some candidates provided Time Plans for the observations which failed to focus on the selected aspects of physical development. There was reference to observing gross motor skills, such as walking upstairs, running and riding a bike which were not relevant to the task, and a failure to highlight the use of any fine motor skills in the activities. The hand-eye co-ordination skill was often ignored because candidates had not considered how they were going to engage the study child in activities to observe this area of development. Candidates who planned to investigate the language and communication skills of the study child did not record sufficient activities linked to verbal communication.

There should be a minimum of six observation sessions enabling candidates to establish a good relationship with the study child as well as engage in various activities to identify the child’s progress. In this section there was some evidence of generous marking where plans were limited with some candidates failing to record relevant proposed activities.

**Introduction**

Most candidates stated their aims for the Child Study. However, many failed to identify all aspects of the work, often ignoring the analysis of results and the evaluation. Generic aims, such as producing neat work, finishing by the deadline date and gaining knowledge, were not focused on the task and therefore did not warrant marks. There was some useful background information recorded about the study child, the family and the local environment, frequently obtained from the questionnaire. When candidates compile a questionnaire they should aim to include more questions focusing on the study child’s general health and the area of development being observed, such as the age when the baby started crawling, saying a few words or beginning to interact with family members. Many of the questions linked to favourite food, clothes and toys did not give the candidates sufficient relevant information. This was a missed opportunity to gather relevant information about the study child. It is unnecessary to include detailed family trees, floor plans of the home and investigations about children’s toys.

Candidates recorded some information about the selected area of development, although there needed to be much more focus on the relevant aspect as identified in the task. For physical development fine motor skills and hand-eye co-ordination needed to be discussed; for intellectual development it was the language and communication skills of the young child. All aspects of social and emotional development were relevant to this task.

Recording the milestones of development must be linked to the age of the study child and the various activities to be undertaken during the observation sessions. As in previous years some candidates listed milestones for irrelevant areas of development, such as numeracy and gross motor skills. Some recorded milestones from birth which showed an inability to select relevant information. There was evidence of some very limited milestones which meant that candidates did not have the necessary benchmarks against which to compare the results obtained from activities with the study child. It is vital that candidates appreciate the importance of looking at the planned observation sessions and identify carefully the milestones that will be tested so they record the appropriate ones plus those for six months in the future.

**Gathering Information**

When recording the observation sessions the use of side headings was a common feature enabling candidates to produce structured and detailed accounts. The observations should reflect those identified in the Time Plans. However, once again some candidates did not use their Time Plans and failed to record activities which they had planned. The Time Plans should be used as a guide to organise the observation sessions and ensure that the various aspects of the focused area of development are tested. There were activities recorded which were not linked to the selected aspect of development. For the physical task many candidates recorded too much irrelevant information about gross motor skills and paid very little attention to the fine motor and hand-eye co-ordination skills of the study child. Recording information which was irrelevant to the task should not be awarded any marks and there was evidence of generous marking.

Narrative recording of observations frequently contained insufficient relevant information candidates often offering very brief evidence about the activity with the study child. There was limited focused discussion about the method of the planned activity and the findings obtained. This method of recording provided little factual information although it was often marked generously. Candidates need to be discouraged from using this method of recording.

Candidates failed to make use of the various opportunities to observe and record the focus area of development. For physical development gross motor skills, such as using the leg muscles for walking upstairs or riding a bike, were observed although the focus should have been on the small muscles in the fingers used to grip the handrail of the stairs or the handlebars of the bike. Assembling a jig saw puzzle used the fine motor skills yet frequently the hand-eye co-ordination displayed by the child was ignored.

For language and communication the opportunity to have a conversation with the child, for example asking questions about illustrations in a reading book were missed. Playing a board game, sharing toys or reading a story all provided opportunities to observe the child’s social skills and emotional feelings. Some candidates used specialist language to describe the various hand and finger grasps, different types of speech and social skills and emotional feelings which showed knowledge and understanding of the task. All candidates should be advised to use specialist language which will enable them to access more marks.

There were some detailed recordings of results which highlighted the skills of the various aspects of development. Photographic evidence, if permission had been granted, of the different grasps using pencils and cutlery, playing and sharing in a game, looking at and talking about a storybook, artwork produced by the children, tick charts and tables were all evidence of the observation sessions. It is vital that candidates recorded their findings in various ways and also equally as important that they are annotated. Placing unannotated results at the end of the Child Study was still common which meant that candidates missed the opportunity to display and discuss their findings. Candidates should be encouraged to obtain a range of results from the observation sessions. There were instances where this section had been awarded high marks when the content was limited, not focused on the selected area of development and lacked results.

**Analysis and Interpretation**

This section of the Child Study provided the candidates with the opportunity to undertake some comparison work between the milestones of development and results. Recording results in a table format, a common feature, allowed candidates to identify if the study child was above, below or on target for the relevant milestone of development. However, it must be remembered that the results need to have come from activities undertaken in the observation sessions. There were results which did not correspond with any of the activities with the study child and there were some results from other areas of development not applicable to the task and did not warrant any marks. Discussing their findings provided the opportunity for candidates to show their knowledge and understanding of the selected area of development and offer some personal opinions about the results from the observation sessions. In some Child Studies there were very limited viewpoints offered with candidates failing to consider the study child’s health, family, lifestyle and environment. Some accounts were rather narrative and just repeated the description of the activities undertaken during the observation sessions. When analysing the results candidates should be encouraged to always to ask the question ‘Why?’ This would then encourage them to offer their own opinions about the findings.

This section was marked quite generously in some Child Studies where there was a lack of results from the observations and discussion about the findings. Centres must carefully refer to the assessment criteria.

**Evaluation**

This section provided candidates with the opportunity to look back at the work undertaken and critically review the outcome. Some candidates just reported in a descriptive fashion the activities they had undertaken with the study child and failed to offer any opinions about the achievements and problems they encountered, thus gaining few marks. The use of plans of action, various methods to collect information and results obtained should be reviewed and supported by discussion about what was useful and successful as well as what caused problems. It was pleasing to see that in some Child Studies candidates had reflected on the work undertaken and offered some personal thoughts about what they had achieved. They gave personal viewpoints, identifying weaknesses and possible improvements and further developments. By using the headings listed in the Criteria for mark allocation many candidates considered all aspects of the Child Study.

**Presentation**

Overall the majority of the Child Studies were well organised and placed in soft files. Centres should ensure that hard-covered or lever-arch files are not used to submit work for moderation to avoid unnecessary bulk and postage costs. Diary notebooks should be retained by centres and not sent with the coursework. All candidates must include the Time Log in their Child Studies.

**Assessment**

During the Controlled Assessment there should be no input by the teachers on an individual level. Throughout the 15 hours of the Controlled Assessment time, candidates must work under controlled conditions and teachers must not offer individual verbal or written advice or guidance on how candidates might improve their coursework. Once again there was evidence in the Child Studies of comments from staff giving candidates some advice.

On completion, the Child Studies should be marked and, if required, cross moderated before submitting the selected sample to WJEC. It is recommended that centres check carefully the total mark for each Child Study and submit the correct mark onto the WJEC secure website. Clerical errors were identified in the total marks for the Child Studies and on the WJEC secure website.

Centres can view exemplar material on the WJEC website.

**Administration**

Most centres sent coursework to the moderator by the deadline date. It is important that all centres check to the 5 May WJEC deadline date.

HOME ECONOMICS: CHILD DEVELOPMENT

GCSE (LEGACY)

Summer 2018

**Unit 3 Child Focused Task**

Candidates should have completed one of the two new Child Focused Tasks, one on numeracy and the other on protein and calcium. As for Unit 2 some centres failed to provide the current tasks to their cohort. It is essential that all centres in Wales ensure that their candidates complete the new tasks which were published in September 2016.

As in previous years the food task was the more popular. The tasks were aimed at children between the ages of 1 year and 5 years though that was sometimes ignored by the candidates. Information about numeracy skills after the age of 5 years was irrelevant. Nutritional requirements from birth to 1 year and also 6 years and beyond were irrelevant. Marks cannot be awarded for information which failed to focus on the requirements of the task. There was evidence of generous marking as irrelevant information was credited.

Once again in the food task there was too much evidence of previous tasks, such as fussy eaters and multicultural food which failed relevant information. Candidates must focus on the task title and record only information which is applicable to the area of investigation for which marks can be awarded.

**Interpretation and Analysis**

Most candidates offered an explanation of the key words in the task title in order to obtain an understanding of the focus of the investigational work. However, there were definitions of many words which did not have any significance to the task and thus failed to offer any relevant information. The aims were stated and some considered all aspects of the task. There were many generic aims and other lists of aims which failed to identify all the required tasks, such as making an item or food dishes, as well as the need to undertake an evaluation of the theory and practical work.

The vital aspect of this section of the task is the research work undertaken by the candidates. Relevant primary research with some secondary research evidence should be recorded. Candidates need to appreciate the importance of carrying out their own investigational work which would be unique to themselves. There was too great a reliance on secondary research findings some of which were not linked to the task.

Task 1: For this task the primary research evidence came from questionnaires, interviews with parents, toy shops and nurseries. The secondary information was the milestones and stages of numeracy skills.

Task 2: Here primary research evidence came from questionnaires, interviews with parents, child’s diet and shop surveys. The secondary information was the nutritional value of protein and calcium, their functions and sources and also the nutritional requirements of children aged 1 to 5 years.

Once again for both tasks there was a lack of primary research evidence.

Candidates should be encouraged to produce a questionnaire, which includes questions about the focus of the task ‘numeracy’ or ‘protein and calcium’. Many of the questionnaires for the food task included questions on take away and fast foods, fruit and vegetables or multicultural foods which failed to link with the main theme of protein and calcium.

In the food task secondary information about non-applicable topics, such as discussion about different types of carbohydrates and nutritional needs of older children, was not relevant and thus did not warrant any marks. It was pleasing to see the use of specialist language describing the stages of numeracy skills and nutritional terminology linked to protein and calcium.

Candidates should be encouraged to discuss both their primary and secondary research findings to assist them with drawing up the specifications for the numeracy skills item or the food dishes. There were some well written conclusions which discussed the research findings and offered some personal viewpoints. A common feature was a specification for the numeracy item or food dishes which gave candidates a good understanding of the requirements of the practical task.

There was generous marking of this section of the task in view of a lack of primary research evidence and limited discussion. Again, marks should not be awarded for information which is irrelevant to the task.

**Selection and Development of Ideas**

Most candidates offered a selection of possible ideas supported by some description. The use of a criteria chart was a common feature to assist with the selection and rejection process. The headings of the criteria chart should be linked to the focus of the task, such as ‘helps numeracy skills’, ‘contains protein’, ‘contains calcium’ to assist in the selection process. In many criteria charts there was a lack of relevant criteria so they failed to provide a useful selection tool. A scoring system, supported by discussion, is helpful for identifying the most suitable item or dishes.

Candidates working on the food task should aim to select five dishes displaying a variety of ingredients and practical skills. As in the past it was sometimes quite difficult to identify which item or dishes had been chosen because there was a lack of discussion. Many candidates could have made more use of the criteria chart findings to support their final choice with some personal viewpoints.

**Planning**

There should be two elements in this section of the task, some experimental work plus the planning of the practical task. It was pleasing to see frequent references to some aspect of experimental work, such testing various paper and card, different types of adhesives and fonts, with some discussion supporting the final choice. For the food task candidates discussed changes in the ingredients to improve the nutritive value or make the taste more palatable to young children. Sometimes the suggestions were not appropriate, such as adding more milk to a sauce which would make the consistency too thin. Different ways of presenting the dishes were considered so they would appeal to the eyes of young children. It is helpful if candidates produce some labelled sketches of the proposed presentation of the dishes.

Most candidates produced sufficient information about the making process of either the numeracy item or the food dishes, including some evidence of personal and kitchen hygiene rules as well as safety rules. To obtain higher band marks there must be evidence of experimental work and discussion as well as detailed planning information. Only limited marks are available for candidates who give little or no evidence of experimental work. Some centres had marked this section leniently where there was a lack of experimental evidence offered by the candidates.

**Making**

Candidates must work independently when producing a numeracy item or a selection of food dishes. Photographic evidence of the outcomes should be included in the evaluation section of the task. Some photographs were very small which made it difficult to identify the item or food dishes being displayed. A few folders lacked photographs and this made the moderation process more difficult. When awarding marks the production, presentation of the item and the food dishes, as well as the observance of hygiene and safety rules, should be considered. Candidates need to be aware that young children should be served small servings which look appealing.

Some centres need to study the marking criteria more carefully as there seemed to be generous marking, considering the limited skills shown by some candidates and weak presentation of completed items and food dishes.

**Evaluation**

In general, most candidates evaluated their made items, although some candidates ignored this aspect of the evaluation thus reducing the available marks. For the food dishes candidates should consider the sensory qualities and discuss possible improvements. When reviewing the numeracy item candidates should discuss how the item would help the child’s numeracy skills, as well as considering future adaptions. Candidates did offer some evaluative comments about the various tasks and skills undertaken. Some evaluations were too descriptive and failed to contain any analytical viewpoints. Candidates frequently described the different methods used to obtain information, yet did not comment on which ones were more useful than others and why. In the evaluation the aims should be reconsidered, with discussion of whether those aims had been achieved, and comment made about any problems encountered which may have prevented a successful outcome.

Marking of this section was sometimes generous in view of the lack of evaluative comments.

**Assessment**

Whole group guidance can be given prior to the commencement of the Controlled Assessment sessions. During the 15 hour classroom Controlled Assessment time teachers are not allowed to give verbal or written advice to individual candidates. The practical work, including the completed item and food dishes, should be marked during the session.

Centres should mark the theory sections of the Child Focused Task, undertake cross moderation if required, and submit the selected sample to their moderator by 5 May.

**Administration**

It is a requirement that each candidate produces an individual Time Log. Centres should ensure that candidate name and candidate number is on the first page of each folder.

The 8 page limit, or equivalent, was not always observed. Please note it is unacceptable to include folded pieces of paper pasted onto pages in order to extend the paper allowance. The use of dark coloured paper or small font sizes make reading the text difficult and should be discouraged. Pages should be attached by the use of treasury tags or staples. Submitting loose sheets makes the moderation process more difficult. Placing the sheets inside plastic files is unnecessary as it creates extra weight to the package.

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

**Summary**

# There was pleasing evidence of some very good coursework

HOME ECONOMICS: TEXTILES

GCSE (LEGACY)

Summer 2018

UNIT 1: PRINCIPLES OF TEXTILES AND FASHION

Q.1 There was, on the whole, pleasing responses. Most candidates were able to gain full marks for this basic question. Some candidates failed to give the correct reasons for choice.

Q.2 There was a disappointing response to a very basic question based on the recognition of simple fabrics. Very few candidates achieved the full four marks available.

Q.3 (a) Most candidates were able to suggest some points to consider when choosing seams, but it was obvious from some responses, that a minority of candidates di not know what a seam is. A disappointing response to a basic question.

 (b) A very disappointing response to this straight-forward question relating to the choice of seams. The majority of candidates failed to suggest a suitable seam for the named textile items and consequently no marks were awarded for reasons for choice

Q.4 (a)(b)(c) Each section was generally well answered. Most candidates were able to suggest two reasons why the clothing items were suitable for the wearer but not all candidates were able to suggest suitable fabrics for the items. Candidates appear to find it difficult to transfer the practical skills and knowledge gained in the coursework element to the content of the written paper.

Q.5 A very mixed response to a straight-forward question. Generally, candidates had some knowledge of the choosing and buying of sewing machines and were able to discuss the various points to consider. In some cases, relevant examples were given to support their response. Some candidates misread the question and discussed at length, the correct **use** of sewing machines for which no marks were awarded.

Q.6 (a) There were some very good responses to this design question. The diagrams/sketches submitted varied considerably in execution. Some candidates produced original and creative design ideas, based on the theme of the sun, moon and stars and made full use of colour and detail. In this type of question the use of coloured pencils should be encouraged to aid the quality of response. There was limited annotation in some cases. Candidates did not always mention suitable fabrics or specify choice of hand/machine embroidery stitches, quilting or appliqué techniques when annotating their designs and consequently lost marks.

 (b) There was a very mixed response to this question. Generally, candidates were able to discuss at length the reasons why waistcoats/gilets are so popular and gave relevant examples to support their response. Some candidates did not read the question correctly and discussed at length the importance of wearing fitted waistcoats at weddings and formal events. An element of repetition was evident in some cases.

Q.7 (a) A pleasing response to this question with most candidates able to give a detailed account of what is meant by the term 'fashion' in relation to textiles.

 (b) (i)(ii)(iii) There was a poor response to the three common terms used in the world of fashion.

 (c) Generally, candidates had some knowledge of fashion designers and the styles that had made them famous with relevant examples given to support their response. Some candidates did not read the question correctly and failed to discuss the styles that had made the named designer famous.

Q.8 (a) Generally, candidates had some knowledge of using a credit card as a method of purchasing textile items and were able to evaluate the advantages and disadvantages of this method. Relevant examples were given to support their response. Many candidates discussed the advantages of using credit cards but failed to mention the dangers of high interest rates/charges and going into debt.

 (b) Generally well answered with the majority of candidates choosing 'cash' as an alternative method of paying for textile goods. Debit cards and gift cards were also a popular choice.

 (c) A pleasing response to this question with most candidates fully aware of the influences of advertising. Many candidates were aware of the different forms of advertising and how they influenced the consumer when purchasing textile items. Advertising 'on line' was a common choice and candidates demonstrated considerable knowledge in this area. Most candidates failed to discuss the negative issues relating to advertising and very few mentioned the laws governing advertising.

Q.9 (a) This was the most popular choice of question but was not well answered

by the majority of candidates. Most candidates did not understand the question and chose to discuss at length their knowledge of colour in relation to the wearing of different colours, colour therapy, personal colourings, experiences etc. Very few candidates were able to discuss the importance of the colour wheel and the creation of different colours, tones, tints, the intensity of colours , secondary and primary colours, tertiary colours, etc. Some candidates mentioned the importance of aesthetics , personal likes and dislikes, visual effects etc and gave relevant examples to demonstrate their understanding. Very few candidates discussed colour in relation to home furnishings. Marks were lost for poor interpretation of the question.

 (b) The least popular choice of question with only a few candidates attempting to discuss wool as a fibre with unique properties. The majority of candidates displayed very little factual knowledge of natural fibres and limited knowledge of the properties of wool. There was limited discussion into the use of wool for fashionable clothing and home furnishings with only basic examples given. Some candidates mentioned the insulating qualities of wool and gave relevant examples both for the wearing of clothes and the using of items in the home. This was a disappointing response with candidates losing marks for the lack of basic knowledge of fibres.

HOME ECONOMICS: TEXTILES

GCSE (LEGACY)

Summer 2018

UNIT 2: TEXTILES AND FASHION PRACTICAL TASKS

**Administration: Controlled Assessments Unit 2**

It was disappointing to note that not all centres sent coursework for moderation within the deadline. Individual work was not always clearly labelled with centre number, candidate number and Task number. Labels should have been attached securely to all practical work and all folder work needs to be clearly identified. In most instances paperwork had been correctly completed.

It is helpful at moderation when the practical work for Task 1 and Task 2 are packed separately- this was usually done.

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

Most centres did provide clear annotation of the controlled tasks, but not always.

**Task 1**

**Folio**

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

Folios displayed an encouraging approach to the editing of their folios including only relevant information within the four page limit of Task 1. Folios often contained research and information of a very high standard and were very well presented. Most candidates carried out relevant and meaningful investigation into techniques, with sound justifications for final choice.

In the majority of cases the folio pages were formatted well allowing candidates to achieve pleasing investigative ideas. Folios were generally well structured allowing the candidates to gain marks in all sections of the marking criteria. More emphasis was required on experimental work, the results of which should be relevant to the selection and rejection of choice ideas. Design ideas should have shown **more development before** the final design was chosen.

Within the exploration/development section of the folio, it was **not** essential to design more than one type of item - fashion items **or** items for the home.

Evaluations were generally well written, especially where candidates have been given detailed guidance to encapsulate all the assessment criteria. The best evaluations were written under sub headings, where they were tackled in more detail.

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

**Practical Outcome**

A range of outcomes were achieved, resulting from clear folio research and a structured route through to the practical outcome.

Once again, realistic items were achieved by the majority of candidates.

Lively and individual interpretations were achieved in most cases, although occasionally in some centres the same basic item had been made, which can limit creativity and an individual approach. Unfortunately, some candidates embarked on items that were too large and contained massive amounts of technique repetition.

The 'recycling brief' had again been very well received and candidates researched and displayed a broad range of innovative ideas in this area – 'bunting' proved a popular choice.

The use of existing items is one way of overcoming the time constraint of the task - this was often carried out successfully but needed to be monitored a little more closely if the initial starting item was difficult to work with. This can, at times inhibit the candidates ability to demonstrate the skills that are of a high standard. If candidates choose to make simple items, they could then utilise these better to demonstrate their range of skills and incorporate more construction techniques as well as decorative techniques.

It was particularly pleasing to see a wide range of creative processes demonstrated including painting, batik, dying etc.

Creative/free machine embroidery and beadwork was a popular choice of technique this year, often carried out very well.

Practical items varied with ability but on the whole the practical work was of a pleasing standard. The assessment of candidates practical skills tended to be a little generous within the accuracy section of the assessment criteria - an item must have appropriately neatened seams of a very good quality or intricate embroidery of a high standard, if the skill is to access the higher band of marks.

**Task 2**

**Folio**

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

Both briefs proved to be topical and equally popular with some candidates producing innovative work that was a pleasure to mark. Both themes were well researched allowing for a range of appropriate and manageable outcomes which met the marking criteria.

Better candidates stated their aims clearly at the beginning of their folios and were then able to refer back to these aims in their evaluations. Not all candidates included their aims.

Some candidates did not understand the requirements of the brief and failed to discuss fully the outcomes of their analysis.

The majority of candidates were able to plan and collate information succinctly adding key features to illustrate application of knowledge and a sound understanding of the requirements of the task.

Candidates need to ensure that all research is relevant, related to the task and kept to within the recommended ten sheets. It is important to remember that the use of the research section should flow into the selecting and rejecting of design ideas.

Design proposals were mostly detailed and interesting. Candidates should reflect and summarise their research, which would then link into the design section.

Candidates should haves used their own design sketches where possible, rather than just uploaded images - a combination of both would be acceptable.

Candidates should have produced a range of designs, chose one idea and then developed it.

The planning section from some centres was very limited and did not always reflect an ongoing process. Good candidates benefited by including relevant and informed testing of fabrics to confirm suitability. Fabric samples included with the final design helped with the justification, suitability and performance characteristics of their chosen fabrics.

Candidates should name fabrics and their possible suitability for the task - this aids the selection and rejection process.

Material samples should relate to the chosen item with the selected materials clearly indicated. The testing of construction techniques were important and sampling work should be included before final decisions are made. Sample techniques needed to be carried out to make the correct choice and judgement.

Most candidates made a reasonable/good attempt at justifying the planning and organisation of the task. The use of headings provide a focus for evaluations and ensure that all aspects, including suggestions for future development, are included.

More able candidates provided comments on all areas of the work undertaken and accessed the higher marks. The weaker candidates still have a tendency to produce a summative and rather descriptive evaluation of the work undertaken.

Photographic evidence was widely included and very helpful to the moderation process.

**Practical Outcome**

**T**here was a wide range of challenging techniques shown by the candidates and it was a pleasure to see the use of traditional techniques mixed with new and innovative ideas.

Both of the set tasks produced some delightful and imaginative responses though far more candidates chose the creative item rather than the garment option.

Where garments were submitted, they were generally of a good standard. Many of the creative items involved exciting design ideas and interesting fabrics to create a wide variety of outcomes.

The majority of items made were realistic and showed at least four skills. There was plenty of opportunity for candidates to reflect their ability and improve upon their standard of workmanship.

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

In many centres it was evident that candidates were well aware of the marking criteria and of the areas required to cover to access the full range of marks. Overly ambitious projects disadvantaged some candidates and reduced the time available to complete the other features.

The marking was mainly fair and realistic, but there were still a few centres where the practical work was over marked. A high level of skill and accuracy **must** be evident to gain full marks for each skill assessed.

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