

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE
GENERAL PROFICIENCY EXAMINATION
JUNE 2004**

HOME ECONOMICS – MANAGEMENT

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HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATIONS
JUNE 2004

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-third examination of the Caribbean Secondary Examination Certificate for Home Economics Management in May 2004. The General proficiency included three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essays and Paper 03 – School Based Assessment.

Paper 01 – Multiple Choice

This paper consisted of sixty items, thirty of which tested the candidates' knowledge. Thirty items tested the use of knowledge. Candidates' performance was satisfactory. The mean mark was 40.01 out of a possible maximum of 60. The marks ranged from 0 to 58.

Paper 02 – Structured Essay Questions

This paper consisted of two parts. Part 1 comprised three compulsory questions while Part II comprised four questions from which candidates were required to choose two. Questions in both sections were each worth sixteen marks:- 6 marks were awarded to knowledge and 10 marks were awarded to the use of knowledge.

The mean mark was 48.53. The maximum possible mark was 80 and the marks obtained ranged from 1 to 75.

Paper 03 – School-Based Assessment

This paper was the School-Based Assessment and consisted of three practical assignments. The first and third assignments were set and marked by the teachers.

The second practical assignment was set by the teacher and assessed jointly by the teacher and an external examiner. In most cases, there was a strong correlation between the teachers' marks and the examiners' marks.

The mean mark on Paper 03 (SBA) was 45.21 out of a possible maximum of 60, with marks ranging from 2 to 59.

DETAILED COMMENTS

Paper 02 – Structured Essays

Question 1

This question tested candidates' ability to:

- (a) explain the term "work";
- (b) list four reasons why people work;
- (c) suggest three benefits that a teenager may derive from a work experience programme at the family grocery store; and
- (d) discuss two factors that should be considered when choosing a career.

This was a compulsory question, and was attempted by all candidates. Part (a) of the question was well done by most of the candidates. A few candidates failed to explain the economic aspect of work; in some instances the definition was incomplete, for example: “work is something that is done”.

Part (b) was very well done by most candidates. Most of the candidates scored full marks. However a few had difficulty stating four different reasons why people work. Instead, they listed the basic needs (food, clothing and housing) as separate reasons; for example, provide shelter, provide food and provide clothing.

A small percentage of the candidates gave responses such as ‘to keep fit’, ‘to exercise’, ‘for companionship’.

Part (c) was attempted by the majority of the candidates. It was satisfactorily done. However, some candidates related the benefits of experiences the teenager may have gained from carrying out tasks in the grocery store, for example, packing shelves, using the cash register, counting money, rather than discussing the issues as they related generally to work experience. In general, some candidates found it difficult to articulate the facts.

While most candidates attempted part (d), not many were able to give satisfactory responses. Instead of discussing the factors, some wrote brief (one word) responses, for example, religion, salary, interests, qualifications. In addition, a few candidates mentioned only one factor; others did not attempt this segment at all.

Question 2

This question tested candidates’ ability to:

- (a) identify three ways in which money is earned;
- (b) state three guidelines that should be considered before spending the family’s income;
- (c) suggest three changes that the family of five who overspent their budget could make to ensure that they stay within their budget in the future; and
- (d) outline one way in which the budget of a low-income family differs from that of a high-income family with respect to food and shelter.

This was a compulsory question that was attempted by most of the candidates.

Overall, candidates did not perform satisfactorily on this question, with the average marks ranging from 9-11. Part (a) was done well by the majority of candidates; however, a few candidates gave unacceptable ways of earning money such as “stealing, robbery, gambling, begging and drugs”.

Part (b) posed a challenge to the majority of the candidates as they confused this part with part (c) and repeated the same responses.

Candidates’ responses indicated that they did not clearly understand the difference between “guidelines for spending money” and “measures for correcting overspending”.

Part (d) was well done by some candidates. However, many of the candidates experienced difficulty in expressing their ideas.

Question 3

This question tested candidates' ability to

- (a) identify three types of accidents that occur in the home;
- (b) list three safety practices that should be observed in order to prevent accidents on a stairway;
- (c) discuss one problem that may arise from each of the following actions that were taken in a home by a family:
 - (i) an icpick was used to remove a layer of ice that had built up in the freezing compartment of the refrigerator;
 - (ii) a kitchen knife was left in a sink that was filled with water and other utensils;
 - (iii) water from the iron was allowed to drip on an exposed wire on the flex;
- (d)
 - (i) give one reason for including safety features on the electrical appliances other than the one given at (b) above; and
 - (ii) name two safety features on a toaster.

This was a compulsory question that was attempted by almost all candidates.

Part (a) was generally well done. A few candidates described how the accidents occurred while a few mentioned the causes of the accidents such as 'fire', instead of the type i.e. 'burns'.

Part (b) was well done, with just a few candidates giving the general rules to prevent accidents in the home rather than the rules to prevent accidents on the stairway.

Part (c) was well done by some of the candidates while others misinterpreted the question. The majority of the candidates responded correctly to the problem with the "knife", but most of the candidates stated that the "water falling on the exposed flex will burn down the house". The candidates' ability to express their ideas presented the greatest difficulty.

Part (d) posed a challenge to the majority of the candidates. They ignored "one other reason" than to prevent accidents, and described accidents in their responses.

Most of the candidates named at least one safety feature correctly. A few candidates explained how to practice safety in the home.

Question 4

This question tested candidates' ability to:

- (a) describe the family form in a given illustration;
- (b) explain two reasons why reproduction and socialisation are important to the family;
- (c)
 - (i) identify four factors from the given scenario that may be responsible for Susan's non-communication with her grandparents;
 - (ii) suggest three actions that this particular family could take to address the attitudes which Susan exhibited.

Many candidates attempted this question. Most of them were able to identify the family form in part (a). A few candidates did not describe the family form.

The responses for part (b) varied. Few responses to (b) (i) were correct. Candidates gave the meaning of the words “reproduction” and “socialization” rather than the importance of the functions. The most common response for reproduction was “to increase family size”. Candidates experienced difficulty expressing their ideas for socialization.

Most of the candidates scored some points in part (c) (i). Most candidates gave at least two factors that may be responsible for Susan’s attitude. Several candidates gave responses that did not relate to the scenario.

Part c (ii) was satisfactorily done by many candidates. Some of the responses to address Susan’s attitude were punitive, for example, “punish her”.

Question 5

This question tested candidates’ ability to:

- (a) explain the difference between a “value” and a “behaviour”;
- (b) identify one of Tina’s values from a scenario ‘which depicts the teenager as declining an invitation to have refreshments with her friends after Sunday School and returning home immediately, because she wanted to please her grandmother;
- (c) name the three processes that Tina may have used in order to form the value identified at (b) above;
- (d) suggest two benefits that Tina may gain as a result of her actions after Sunday School; and
- (e) outline three emotional and social changes that take place in an adolescent with reference to Tina’s behaviour.

This question was not a popular choice among the candidates and was not done satisfactorily by those who attempted it.

Part (a) posed a challenge for candidates to explain the term “value” whereas the term “behaviour” was clearly explained in most instances.

Candidates scored full points in part (b) as they were able to identify one of Tina’s values.

In part (c), only a few candidates gave the correct response. Others confused the processes to form values with the management processes.

Part (d) was satisfactorily done and many candidates earned full marks.

Part (e) was not well done as most of the candidates had difficulty outlining the emotional and social changes in an adolescent.

Question 6

This question tested candidates' ability to:

- (a) define the term management;
- (b) name two human resources and two non-human resources that may be used in refurbishing an upholstered chair;
- (c)
 - (i) name the five management processes that the family exhibited in the given schedule of activities for one day; and
 - (ii) identify from the given list of activities one example of each management process that was named in (c) (i) above.

This question was a popular choice among candidates.

Part (a), which required the candidates to give the meaning of management, did not pose much difficulty for them. However, there were a few candidates who did not give correct definitions for the term "management".

Part (b) was generally well done though there were some candidates who confused human and non-human resources. For example, "energy" was given as a non-human resource.

Part (c) (i) was well done by the majority of candidates. A few candidates stated incorrect processes such as socializing and delegating, as management processes. Most of the candidates scored full marks in this part.

Part (c) (ii) posed the greatest challenge. Many candidates were unable to link the process to the correct activity. The few examples that were identified were for planning and implementing. Candidates exhibited little understanding of activities involved in "organising" and "controlling".

Question 7

This question tested candidates' ability to:

- (a) list three factors to consider when planning the layout of a living room;
- (b) state three guidelines that should be followed when selecting soft furnishings for the home;
- (c)
 - (i) name three soft furnishings and two accessories that are suitable for decorating the home for a wedding anniversary celebration;
 - (ii) give one reason for each item selected in 7 (c) (i) above.

This question was not a very popular choice among candidates, and in many instances, those candidates who attempted the question did not complete the entire question.

Part (a) was poorly done in most instances as the candidates were unable to list the factors to consider when planning the layout of a living room. They gave rules for decorating a home.

Part (b) was also poorly done as most candidates experienced difficulty stating three guidelines for selecting soft furnishings. Some gave vague responses such as "make sure you buy the right kind".

Many candidates who attempted this question scored their marks in part (c) (i). Only a few candidates were able to list three soft furnishings and two accessories suitable for the wedding anniversary celebration.

Part (c) (ii) presented a challenge to candidates. Many gave the same reasons for all the items selected, example, "to beautify" or "to decorate".

SCHOOL-BASED ASSESSMENT

The School-Based Assessment comprises three practical assignments. The second practical assignment, which should be conducted towards the end of the first term in the second year, was requested for moderation. This assignment was marked by the teacher and a visiting examiner. Each assignment was worth 20 marks.

Teachers were required to write their own assignments, and use the CXC-provided mark scheme for assessing the assignments.

The plans showed that there were a variety of different questions for which mark schemes were not submitted. However, most of the activities selected were appropriate, with relevant skills and economy practised in accordance with the syllabus.

The time allocated for completion of the tasks varied from two hours to three-and-one-half hours on several plans.

PLANNING AND PREPARATION

Most of the activities were appropriate; however, candidates need to improve on the allotment of time for tasks.

Skill Level

Candidates displayed good knowledge of the relevant skills.

Economy

Candidates showed evidence of economizing in their practical exercises.

Attractiveness

Most of the candidates exhibited great effort in making their presentations attractive.

Selection of Equipment and Materials

Many candidates selected appropriate equipment and materials while others ignored this section.

Appropriate Quantities

It was obvious that some candidates did not use the correct quantities. As a result, the end products were affected.

Special Equipment and Materials

Many candidates made full use of special equipment and materials.

Plan of Work

The method and order of work sheet continued to reflect limited details with which to carry out tasks. Shopping lists, in many cases, did not indicate the quantity of ingredients and other resources required to do the practical assignments.

- **Weighing and measuring:** Most of the candidates did not perform well in this segment.
- **Sequencing:** Candidates found it difficult to perform tasks in a sequential manner.
- **Methods:** Some candidates did not indicate the methods used to carry out given tasks.
- **Time allocation:** The time allocated for some activities were grossly inadequate while time allocation for others exceeded that which was required.
- **Cooking temperature and time:** Most of the candidates used the correct temperature but the time required for preparation of items was either insufficient or not identified.
- **Dovetailing:** Some candidates showed little evidence of this technique.
- **Hygiene:** Many candidates displayed only a satisfactory level of cleanliness during their preparation.
- Candidates need to pay special attention to preparation for chosen tasks and must list appropriate equipment and materials and the attending quantities. The Plan of Work must include:
 - logical sequencing of activities
 - methods used to execute tasks
 - time management skills
 - tidying to show cleanliness

RECOMMENDATIONS TO TEACHERS

While the candidate population is increasing each year and performance is showing improvement, various aspects of the candidates' preparation for the Home Economics Management examination need urgent attention.

Candidates should cover the entire syllabus before examination dates, thus leaving time for revision of work and further discussion on topics not fully mastered.

Some areas that need special attention in this course of study are:

- Functions of the family
- Values
- Principles of management
- Use of soft furnishings and accessories
- Emotional and social changes in adolescents
- Work and work ethics
- Budgeting in terms of income and expenditures

THE FOLLOWING REQUIREMENTS MUST BE SATISFIED WHEN CONDUCTING SCHOOL-BASED ASSESSMENT:

1. The record of marks **must** have the school's stamp affixed and **must** be signed by three persons:
 - (i) class teacher
 - (ii) the visiting examiner and
 - (iii) the school's principal.
2. The record of marks must be completed fully and accurately and must be submitted to the Local Registrars in a timely fashion.
3. The assignments and mark schemes must be submitted when requested to do so by CXC.
4. The assignments and mark schemes developed for the second assignment must show clearly the marks allocated to each segment/component.
5. The candidates' plans must be marked by the teacher and the marks allotted for each segment must be clearly indicated.