

**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 2005**

**HOME ECONOMICS – MANAGEMENT**

Copyright © 2005 Caribbean Examinations Council ®  
St Michael, Barbados  
All rights reserved.

**HOME ECONOMICS: MANAGEMENT**  
**GENERAL PROFICIENCY EXAMINATIONS**  
**JUNE 2005**

**GENERAL COMMENTS**

The Caribbean Examinations Council administered its twenty-fourth examination of the Caribbean Secondary Examination Certificate for Home Economics Management in May 2005. 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 39.97 out of a possible maximum of 60. The marks ranged from 0 to 55.

**Paper 02 – Structured Essay Questions**

This paper consisted of two parts. Part I 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 33.99. The maximum possible mark was 80 and the marks obtained ranged from 1 to 70.

**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 3 to 60.

**DETAILED COMMENTS**

Question 1

This was a compulsory question and was answered by all of the candidates.

Part (a) of the question was well done. It required candidates to state the ways in which students of a graduating class can acquire information on the best jobs available in their areas of study. However, there was repetition by some of the candidates who gave examples such as radios, television and newspapers - as different ways of acquiring information, or talking to different businesses and visiting business places as two separate methods. Candidates tended to give responses that were repetitious and as such they did not score full marks.

Part (b) was fairly well done by a large number of candidates. Reasons given for acquiring a career were specific, for example, to provide basic needs. However, some candidates wrote about measures they would take to achieve their goals or reasons for working in general instead of reasons for working towards acquiring a career.

Part (c) was well done by the majority of the candidates, as they were able to state two positive attitudes that were displayed by two applicants to be interviewed for the position of flight attendant.

Part (d) posed a challenge to the majority of candidates. They were required to describe one way in which the applicant could demonstrate a spirit of cooperation, tolerance of the views of fellow workers, safety consciousness and dependability. A large number of candidates described the advantages of positive attitudes in the workplace instead of describing ways to demonstrate positive attitudes. Some candidates linked this part of the question to the interview rather than to behaviours in the workplace. Candidates were required to describe authentic situations such as, *allow fellow workers opportunities to express their views freely even when others disagree with them*.

## Question 2

This compulsory question was attempted by the majority of candidates.

Responses to part (a) were fair. Candidates were required to state the means by which income is earned other than working for salaries. A few candidates gave unacceptable ways of earning income such as *stealing, begging and selling drugs*. Marks were not given for these illegal practices.

For part (b), which asked for guidelines that should be followed to ensure that the family income is spent wisely, many candidates failed to gain full marks as they misinterpreted the term *guidelines for spending money wisely*. They gave responses such as *planning and organizing*, instead of giving more comprehensive guidelines that pertain to spending money wisely, for example, *making a budget, doing comparative shopping*.

For part (c) (i), which required candidates to explain the factors that a family in context must take into consideration before preparing a budget, only a few candidates gained full marks. Some candidates did not attempt this section while others listed general factors with no explanation. Few candidates explained factors that pertained to the family described in the setting. There were others who gave responses more suitable for part (b).

Part (c) (ii) asked for possible reasons for the family's decision to use their limited income to purchase a food processor instead of a television set, and performance was poor. Apparently, the majority of the candidates did not know what a food processor was and therefore listed inappropriate responses such as *to preserve, store and cook food, and sell food to make money*. However, a few candidates gave credible responses and they were awarded full marks for their effort.

## Question 3

This question tested candidates' ability to examine an illustration depicting a family engaged in various activities in the home and to: (a) suggest factors that may cause accidents in this home, and (b) outline safety measures that the family should take before and after a hurricane disaster occurs.

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

Part (a) was very well done. However, a few candidates failed to identify the factors in the illustration that may cause accidents in the home. Instead, the candidates listed the regular accidents that occur in the home, most of which were not relevant to the picture. For example, *cat biting a woman, toys on the floor, kitchen overcrowded, unlabelled kerosene can, loose electrical wires*.

Part (b) (i) was not well done by most candidates since only a small percentage of them were able to outline four safety measures that the family should take before the hurricane occurs. The majority of candidates gave answers such as: *plug out electrical appliances, cover furniture*, which were general measures taken before a disaster but which did not relate specifically to safety in the home. Most of the candidates attempted this section.

Most of the candidates who attempted this question did not give precise answers. Some answers given were: *buy up food stuff* rather than purchase non-perishable goods, *catch water* rather than store water in covered containers.

The majority of candidates misinterpreted part (b) (ii). Those who attempted it displayed great difficulty in expressing their ideas. Their responses were, for the most part, vague, for example, *make sure that all is safe before going outside* or *make sure no one goes outside*.

#### Question 4

This question tested candidates' understanding of net migration, population density and emigration rate.

This optional question was popular and was attempted by most of the candidates.

Part (a) was attempted by all candidates; however, most of the definitions given were incorrect. Most candidates did not include the key parts of the definitions. For example, for *net migration*, the difference between the number of immigrants and emigrants is important to the accuracy of the definition. Similarly for *emigration rate*, the definition must include *per thousand in a given year*.

Part (b) required types of data that are useful to demographers in determining the population of a country. This section was poorly done by most candidates as they gave answers such as *census, survey, histogram*, in response to types of data useful to demographers in determining the population of a country. Thus the tools for collecting the data were given instead of the types of data.

In part (c), candidates were required to suggest some benefits that the residents in a given scenario would derive from the presence of newcomers. Some candidates misunderstood the term *benefit*; subsequently incorrect responses were given. Other candidates were able to give correct responses as it related to an increase in the population, and supporting the job market, for example.

Part (d) asked for the health problems that might arise as a result of the increase in the population of the village. Most of the candidates listed problems such as crimes and starvation. Very few candidates came up with difficulties related to health.

#### Question 5

This question was a very popular one among the candidates but was not done satisfactorily by those who attempted it.

Part (a) tested the candidates' understanding of the terms, impulse buying, consumer credit and warranty and was challenging to candidates as they had difficulty explaining the term *impulse buying* whereas the terms *warranty* and *consumer credit* were correctly explained in most instances. In part (b), candidates wrote advantages and characteristics of advertisements instead of stating the ways in which manufacturers advertise to persuade consumers to purchase their products. This resulted in some candidates receiving low scores in this section.

Part (c) tested candidates' understanding of consumer rights in a given scenario and examples of the violation of these rights. It was not generally well done as some candidates misinterpreted this section of the question and gave the responses required for (c) (i) as the responses for (c) (ii) and vice versa. In (c) (i), candidates gave the rights that were violated instead of rights of the consumer and in (c) (ii) they gave the rights of the consumer. However, some candidates were able to give satisfactory responses to part (c) (i).

In some instances in (c) (ii), candidates stated their opinion about the rights that were violated instead of stating the rights that were violated in the scenario. For example, instead of stating *the iron had a broken flex which violated the consumer's right to safety*, they wrote that the iron should be in good condition. Part (c) (ii) was not well done as most candidates misinterpreted this section of the question, and so scored very low marks on the question.

#### Question 6

In part (a), the majority of candidates gave correct responses to the meaning of *R.S.V.P.* However, it was quite obvious that some had no knowledge of the abbreviation and they fabricated their own meanings.

In part (b), many candidates were able to correctly outline the guidelines for acceptable behaviour when dining on formal occasions.

Part (c) tested candidates' understanding of the processes of management as they related to a scenario involving the planning and execution of an anniversary dinner party.

The majority of candidates scored full marks for the part of the question that required them to identify faults on the invitation. Part (c) (ii) and (c) (iii) on the other hand, were the sections that candidates had greatest difficulty with. Less than half of the candidates scored full marks as they were unable to correctly identify and explain the management processes that were employed in both situations. The use of knowledge section was poorly answered except for (c) (iv) which drew on their everyday experiences where they were required to suggest ways in which the hostess could have fulfilled her responsibilities to her guests.

#### Question 7

This was a popular question but was poorly done. The majority of candidates scored low marks on this question. In most cases, where candidates were asked to describe, they listed or named and therefore they could not gain full marks.

Part (a) of the question was the part where most candidates scored full marks, as they were able to state two reasons why housing is important to a family.

Part (b) was poorly done. Candidates were unable to define *apartment* and *town-house* as well as to state the main differences between them.

For the part of the question where they were required to suggest ways of making a room appear brighter and larger, they tended to choose bright colours to decorate the room instead of cool, pastel, light colours.

The majority of candidates stated ways to modify the physical structure of the room such as, *knock out a wall and extend the room, add windows or build another room*. Most of the suggestions included *paint the room in bright colours* instead of *light or pastel colours*. Many candidates missed the key to the question, that is, *the room should be made to look brighter and larger*.

Part (d) was also unsatisfactorily done. Candidates were required to give reasons for choosing leatherette upholstery for a family room. Few candidates gave the correct responses which related to the durability of the leatherette and its easy-to-clean characteristics. Most of the responses were not relevant to the question.

### **SCHOOL-BASED ASSESSMENT**

The School-Based Assessment comprises three practical assignments. This is the second year that the second practical assignment 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. Guidelines for setting and marking the assignments were developed and issued by CXC.

The plans received showed that there were a variety of different assignments 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 hours.

Teachers are reminded that:

- Both visiting assessor and class teacher must endorse the mark sheet.
- Workbooks and other materials must be sent only when requested by CXC.

### **PLANNING AND PREPARATION**

Evidence showed that most of the activities were appropriately done; however, candidates need to improve on the allotment of time for tasks.

Most candidates showed evidence of using appropriate materials and equipment but appropriate quantities were lacking.

Some candidates had problems communicating logically and using correct grammar when writing the order of work.

#### **Skill Level**

Some candidates displayed good knowledge of the relevant skills.

#### **Economy**

Candidates showed evidence of economizing in their practical exercises. For example, many locally produced materials were used instead of foreign ones.

### Attractiveness

Candidates made special efforts to enhance the attractiveness of their finished products. The use of garnishes and decorations was quite evident.

### Selection of Equipment and Materials

Some candidates were able to list all the equipment and materials needed while others just mentioned a few.

### Appropriate Quantities

Some candidates did not use the right quantities. Therefore, the products were not of a high quality.

### Special Equipment and Materials

On average, candidates were able to select special equipment and materials appropriately.

### Method and Order of Work

The method and order of work sheets continued to reflect limited details with which to carry out tasks.

#### Equipment and materials list

In many cases, candidates did not mention the correct proportion of ingredients and other necessary items needed to facilitate effective practical assignments. What was evident was that some candidates spent too much time collecting materials and not enough time on doing the activities.

It was also evident in the writing of the order of work that some candidates repeated the question in that section without giving details of method, time, temperature and sequencing.

#### Weighing and measuring

Most candidates did not indicate where weighing and measuring were carried out in the plan and order of work.

#### Methods

Most candidates exhibited little knowledge of the different methods of performing given tasks.

#### Time allocation

Many candidates managed time very well while others found it very difficult to balance their time in performing given tasks effectively. In some instances too many tasks were included for a specified time frame.

#### Oven temperature and cooking time

Some candidates made good use of oven temperatures while some candidates made little or no mention of cooking time and oven temperatures.

#### Dovetailing

It was evident that some candidates made good use of dovetailing in performing their practical assignments.

#### Hygiene

Some candidates made special efforts to handle themselves in such a way that their environment was kept clean. Others neglected to indicate cleaning and washing up activities. Candidates need to spend time writing their plan appropriately and legibly and they need to ensure that special equipment for testing are recorded. They also need to write the correct proportions for given tasks.

Materials and lists of equipment are very important. The Plan of Work must include:

- Logical sequencing of activities
- Method used to execute tasks
- Time management and skills
- Oven temperature and cooking time
- Dovetailing
- General cleanliness of self/utensils/work area throughout the entire given tasks
- Dexterity in use of equipment
- Observation of safety measures
- Finished products attractively served
- Indication of hot and cold food items to be served.