

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE[®]
EXAMINATION**

MAY/JUNE 2019

**FAMILY AND RESOURCE MANAGEMENT
TECHNICAL PROFICIENCY**

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GENERAL COMMENTS

The Caribbean Examinations Council® administered its 37th examination of the Caribbean Secondary Education Certificate® (CSEC®) in Family and Resource Management (formerly known as Home Economics: Management), in May 2019. The examination included three components: Paper 01, Multiple Choice; Paper 02, Structured Essays; and Paper 03, School-Based Assessment (SBA).

DETAILED COMMENTS

Paper 01 — Multiple Choice

This paper comprised 60 items which tested Profile 1 (Knowledge) and Profile 2 (Use of Knowledge) evenly, covering the syllabus for Family and Resource Management. Candidate performance was comparable with that of 2018, with a mean score of 37.2.

Candidates performed creditably on this paper. However, there is need to pay attention to the full curriculum when preparing students for this paper. Candidates are encouraged to view the subject as a holistic course of study and the body of knowledge applicable to normal family living. Candidates should be able to differentiate between concepts that relate to a range of home and family scenarios, even if these are not always the practice in their private lives.

Candidates performed well in the areas relating to the following topics:

- Types of families
- The family life cycle
- Role of the family council
- Nutritional needs of the elderly
- Factors that affect work simplification
- Guidelines when selecting careers
- Types of resources
- Money management
- Budgeting
- Consumer rights and responsibilities
- Types of invitations

However, candidates performed poorly in areas relating to the following topics:

- Conflict management approaches
- Work simplification techniques
- Definition of soft furnishings

Paper 02 — Structured Essays

Paper 02 was electronically marked using a comprehensive system of quality assurance, which made the marking activities objective and reliable. Candidates' responses to various tasks revealed issues, which will be highlighted throughout the report, that require close attention.

Paper 02 comprised six compulsory questions. Each question was worth 16 marks allocated as follows: six marks for the Knowledge profile and ten marks for the Use of Knowledge profile. The mean mark was 29.2 and the highest mark gained was 67 out of a total of 80 marks.

New areas of the syllabus as well as common areas continue to be problematic for some candidates. For example, candidates showed a lack of understanding of terms such as *green consumer*, *ergonomics*, *traffic areas*, *recycling*, *values* and were unable to apply their knowledge regarding principles such as *money management*, *home and the environment*.

Questions were based on objectives which focused on simple family-based issues or problems. They were designed to cause candidates to reflect on normal family experiences and required them to apply appropriate principles, suitable for the resolution of these problems. While most candidates attempted the questions, with varying degrees of success, there were too many who had challenges and resorted to what appeared to be personal experiences rather than the established body of knowledge for the discipline.

Overall, the performance of candidates on this paper was fairly good. However, candidates continued to give general responses to specific scenarios and as a result lost valuable marks. In addition, they did not read questions carefully and missed key words and phrases. Generally, most responses were well set out, and posed no difficulty in marking.

More detailed commentary on each question is presented in the remainder of the report.

Question 1

This question focused on the family as it relates to its different structures, factors affecting its needs, and the positive and negative effects of the use of smart phones on the family. It was handled fairly well by most candidates. The mean percentage score was 47 and marks ranged from 0 to 16.

Part (a) required candidates to state the difference between the *extended* and *blended* family. Few candidates provided the correct answers. Many received no mark as they gave the definition for the extended family as 'a family consisting of one or more generations, nuclear family with aunt, uncles etc.' No mention was made of persons living together/under the same roof or sharing the same household. Many candidates also did poorly regarding the definition of the blended family as they did not state that *the parents had children from previous relationships and were now coming together to form a new family*. Others stated that the blended family is a stepfamily with stepchildren.

Expected responses include the following:

The extended family is a type of family in which relatives, in addition to parents and children, (such as grandparents, aunts, uncles and cousins) live together, while the blended family consists of a couple and their children from previous relationships coming together to form a new family.

In Part (b), candidates were required to identify two different factors that help to meet each of the following needs of the family:

- Physical wellbeing
- Mental wellbeing

Some candidates provided definitions instead of identifying factors related to physical and mental wellbeing, while others gave only one factor for each need and therefore received partial marks.

Expected responses include the following:

Physical wellbeing

Proper nutrition, exercise, adequate sleep, adequate amount of water, practising safety awareness, medical/health check

Mental wellbeing

Good family and other relationships, ability to avoid or handle conflict. Feeling safe and secure, meditation. Practising self-care: having positive self-esteem/self-worth, being optimistic

In Part (c), candidates were presented with the following scenario.

A real estate agent and his wife, a nurse, have two teenage children who attend different high schools. Both the parents and children use smartphones. In addition, the children frequently use social media. Candidates were expected to outline, in Part (c) (i), one positive way the use of smartphones could benefit the family. This part was well done, as most candidates received full marks. The following responses were given:

- For the family to keep in touch with each other in case of emergency.
- The children can use the smartphone to do research for their homework.
- For the parents to know where their children are during the day.

In Part (c) (ii), candidates were expected to provide two negative effects the addiction to the use of smartphones could have on the family. Most candidates received partial or full marks for this part of the question. Marks were lost when full explanations were not given, as in the following examples:

- The children/parents may post negative things on the phone.
- It may destroy the family.
- The children will not be focusing on their school work/household chores.
- Lack of communication among family members.
- Little or no bonding/interaction among family members.

Expected responses include the following:

- The family relationship could become strained because of reduced face-to-face communication and family interaction.
- Mother and father may use their smartphones when they should be bonding with each other and their children.

For Part (c) (iii), candidates were required to describe two strategies parents could implement to discourage the abuse of smartphones in the home. Many candidates received partial marks for this part of the question as they either repeated strategies or provided no description for the strategies. A few candidates received full marks for stating one correct strategy. Such responses included the following:

- Parents should set time limits as to when to use the smartphone.
- No smartphones should be allowed at the dinner table or during family time or during homework time.
- Plan different family activities (no description given).

No marks were awarded for responses suggesting the following:

- Confiscate or take away the phone during the week and return it on weekends.
- Ban the use of the phone when at home.
- Disconnect the Wi-Fi.

Since the question did not ask for a ban of the smartphone but strategies to discourage its abuse, suggesting a ban would negate the positive effect of the smartphone.

Question 2

The general focus of this question was on the management of family conflict inclusive of planning and values. Overall, candidates exhibited a fair understanding of the question. The mean percentage score was 43 and marks ranged from 0 to 16.

In Part (a), candidates were required to define each of the following terms related to family management:

- Planning
- Values
- Conflict

Most candidates were unable to provide a complete definition for the terms in Parts (a) (i) and (ii). For the most part, responses were either incomplete or incorrect. Hence, one mark was awarded for partial responses, where applicable. Generally, candidates correctly defined the term *conflict*, in Part (a) (iii).

Some of the responses provided for Parts (a) (i), (ii) and (iii) are outlined below as are the expected responses for each part.

(i) Planning

- is organizing something, for example, an event
- is to make a plan for something
- is setting out each day what is to be done.

The expected response is as follows:

Planning is the process of setting goals and establishing strategies to achieve family goals, etc.

(ii) Values

- Things that are important to the family and are needed by the family.
- Important things that are cherished by individuals.

The expected response is as follows:

Values are a system of beliefs that a family holds dear, which influence a family's decision and behaviour.

(iii) Conflict

The following correct responses were given for conflict and most candidates were awarded full marks:

- A dispute or disagreement between two or more persons.
- Opposing views (disagreement) on a situation/issue between two or more family members.

In Part (b), candidates were given a diagram of a family council meeting where family members were meeting to decide whether to allow their grandfather to live with them permanently, since his wife had died and he was living alone.

Based on the scenario, candidates were, in Parts (a) (i) and (ii) respectively, expected to explain

- two positive impacts and one negative impact this decision could have on the family
- one positive impact and one negative impact the decision could have on the grandfather.

Although a few candidates were able to provide correct responses by explaining how family members would benefit from the decision to allow the grandfather to live with them, there were others who only wrote partial responses. Some of them became confused about who the question focused on — the family or the grandfather — and this was reflected in their responses.

Correct responses included the following:

(a) (i) *Positive Impact*

- The grandfather could babysit the children when the parents are at work.
- The grandfather would be able to socialize with the children, teaching them about culture and traditions.
- The family would have extra hands to help in the home and with the children.
- The grandfather can set an example and pass down family traditions.

Negative Impact

- There would be reduced space in the house and the grandfather would have to share space with the children.
- The family might have to work harder, causing financial/economic strain because of the grandfather's needs.

(a) (ii) *Positive Impact*

- Being around family members, especially the grandchildren, might prevent feelings of depression.
- The grandfather could feel a sense of belonging; a sense that he is at the right place with his family.

Negative Impact

- Being accustomed to his own home, the grandfather might feel uncomfortable especially in a full house.
- He might have to do more household chores that he has not done before.

Question 3

This question tested candidates' understanding of money and money management. Candidates' responses were not always straightforward. The mean percentage score was 42 and marks ranged from 0 to 16.

Part (a) (i) asked candidates to define the term *money*. Most candidates were able to provide the correct definition. These responses included the following:

- A currency obtained from persons for goods and services.
- A medium of exchange for goods and services.
- Money is generally and universally accepted for the payment of goods and services.

Partial marks were given for responses such as the following:

- The valuable medium used to obtain things that are needed by exchanging it for goods.
- A bill used to purchase items.
- Anything that acts as a medium of exchange.

Other candidates referred to money as 'a thing used to buy food or clothes' or 'a commodity used to buy stuff'. No marks were awarded for these responses. Expected responses include the following:

- Money is a medium of exchange, which everyone is willing to accept or give in exchange for goods and services.
- Money can be anything that is generally and universally accepted for the payment of goods, services or debt.

In Part (a) (ii), candidates were asked to define the term *legal tender*. This part of the question was poorly done. Only a few candidates were able to correctly define the term. These candidates gave definitions such as the following:

- Legal tender is the national currency of a country.
- Money made and approved by government.
- Means of payment in the form of money accepted by law for payment of debt.

Expected responses include the following:

- Any official medium of payment recognized by law that can be used to pay a public or private debt or meet a financial obligation.
- Any means of payment in the form of money that is accepted by law for the settlement of debt.

In Part (b), candidates were required to state two functions of money. In most cases, they gave responses such as *medium of exchange*, *measure of value* or *store of value*. Not many candidates referred to other plausible functions of money. The majority of candidates scored one mark, whilst a few gained full marks.

Expected responses include the following:

- To be a medium of exchange: Money can be used for buying and selling goods and services.
- To be a unit of account or a measure of standard value: Money is the common standard for measuring the relative worth of goods and services.

For the Use of Knowledge section, Parts (c) (i) and (ii), candidates were given a scenario of a post-secondary school graduate (John) who plans to remain at home and work for a year to secure money to assist with his university education. In Part (c) (i), candidates were required to outline three principles of money management John should apply to help him manage his money wisely. Most candidates scored full or partial marks for this part of the question. However, there were those who responded using the management processes rather than the principles of money management as required.

Expected responses include the following:

- Make a budget and establish the minimum amount of money that he must save to meet his goals.
- Manage the budget to ensure that he stays within his budget and meets at least his minimum savings targets regularly.
- Start saving early: The more money he puts away, the less he will have to borrow to pay for his university education and that means the less money he will pay in interest on a loan, if he needs to borrow at all.

Part (c) (ii) required candidates to outline one guideline the father could share with his son to assist him in spending wisely on clothing for work and food. Some candidates received full marks while others received partial marks. A large number of candidates misunderstood the question and stated that John was working at home and would not need work clothes.

Correct responses included the following:

- The father should give his son clothes that cannot fit him anymore.
- Buy the necessary/appropriate clothes with good quality fabric.
- Choose colours that can match with other garments.

Expected responses include the following:

- Do not spend a lot of money on work clothes since he will only be working for one year.

- Invest in key (basic) pieces of work clothes so that he does not have to purchase an extensive wardrobe.
- Integrate appropriate existing clothes into his work wardrobe; mix and match those pieces with newer ones.

Partial marks were given for responses such as the following:

- Buying clothes made from strong fabric so you do not have to buy clothes regularly.
- Buy three pairs of clothing, washing them frequently, which would lower his spending.

Some responses clearly indicated that candidates saw John as a person on his own and not living at his parents' home. These candidates therefore stated that John should buy food in bulk and use coupons, as they seemed to believe that he was buying groceries for the household. They seemed not to realize that they were required to suggest a guideline that John's father could share with him regarding spending his money wisely.

Correct responses included the following:

- Purchase only what is necessary to be able to cook instead of buying food every day.
- Purchase fruits and vegetables for healthy eating.

Expected responses include the following:

- Take food and drink from home or prepare food at home to take to work rather than buy.
- If he has to buy food, avoid buying food that is expensive, elaborate restaurants and hotels.

Question 4

The focus of this question was consumerism. Overall, performance on the question was poor. The mean percentage score was 23 and marks ranged from 0 to 16, with the majority of candidates scoring between 0 and 10 marks.

In Part (a), candidates were required to define each of the following key terms relating to new age consumerism:

- Co-operative shopping
- E-commerce
- Green consumer

A few candidates were able to give correct responses to this question. However, most candidates gave incorrect responses for the term *cooperative shopping*. Some clearly misread the question and gave the

definition for comparative shopping instead of that for cooperative shopping. Many candidates also failed to accurately define the term *green consumer*. Of the three terms, e-commerce was most accurately defined. Most candidates earned four marks in this part of the question.

Expected responses include the following:

(i) *Co-operative shopping*

- When two or more persons come together to purchase items in bulk to capitalize on a lower cost per unit.

(ii) *E-commerce*

- The buying and selling of goods or services over an electronic network (Internet).

(iii) *Green consumer*

- One who purchases and/or uses sustainable products that are protective of the natural environment.

In Part (b), candidates were given an advertisement and were expected to use their knowledge of consumerism to ascertain key pieces of information consumers would need before making a decision to purchase large appliances. Candidates had difficulty making an analysis and identifying these factors. Most candidates were just able to give information/details of appliances, which was the most popular response, and so the same answer was written in many different ways, as in the following examples:

- The cost of the appliances
- Are the appliances in good condition?
- What type of appliances are on sale?

Expected responses include the following:

- What personal requirements/conditions are laid out by the store in order to access this deal, for example, employment, salary.
- Information/details of the appliances that are on sale: For example, specific features such as make, model, cost, discounts, etc. to determine if the appliances satisfy consumer needs.
- What is meant by limited warranty? Is this warranty on parts, service, or time of use?
- What are the benefits to the consumer of paying immediately rather than paying later?
- What are the penalties for not honouring the terms and conditions of the purchase?

In Part b (ii), candidates were expected to suggest one consumer right that had been violated in the advertisement and to provide a justification. Some candidates were able to state the consumer right but failed to provide a plausible reason, while some provided a reason that was appropriate and well explained but failed to specifically state the consumer right.

Expected responses include the following:

- Right to redress: For example, all sales are final.
- Right to be informed: For example, not enough detail is given in the advertisement regarding the items, conditions etc.

Question 5

This question focused on work, employability skills and event planning. It was done fairly well. The mean percentage score was 45 and marks ranged from 0 to 16. Part (a) required candidates to define each of the following terms:

- Work ethic
- Employability skills

Candidates displayed a fair knowledge of the term *work ethic*. Most of them attained partial marks. Examples of responses provided include the following:

- The attitude of a person towards work; how a person works; hard work to give the worker benefits.

A few candidates gave incorrect responses. Some of these responses described work ethic as 'the easiest and quickest way to do work' or, in most instances, 'the skills that will help one to get a job'. The popular correct responses that were given included *a value based on hard work and its ability to build character*. (For this definition, most candidates gave examples of values such as *being punctual, commitment, honesty, ability to work with others, being able to meet timelines*).

Expected responses include the following:

- A belief that hard work is intrinsically worthy of a reward.
- A set of beliefs that influence how one works and how one feels about work.
- A belief in work as a moral good and a desire to work hard.

Most candidates were able to score full marks for the definition of *employability skills*. These candidates gave accurate responses such as the following:

A set of achievements, understanding, attributes and knowledge that make individuals more likely to gain employment and to be successful in their chosen occupation.

The most popular correct response was *a set of skills or behaviours that are necessary for every job*.

Expected responses include the following:

- The soft and technical skills that enhance employees' effectiveness and productivity on the job.
- The transferable skills that are needed by an individual to make them employable.

A small percentage of candidates gave partial responses which included 'skills needed by an individual to be employed'; 'the skills an employer looks for when employing a person'. Part (b) required candidates to state two employability skills. The majority of candidates demonstrated knowledge of employability skills. The popular correct responses included *management skills, leadership skills, computer skills* and *communication skills*. Most candidates outlined examples of interpersonal skills and personal attributes and gave examples of careers that represented technical vocational skills.

In Part (c) (i), candidates were required to complete a table based on a scenario regarding an event hosted by their family's childcare business to honour workers who consistently displayed good work ethics over ten years. Candidates were expected to fill in the details for elements given in the table. This part was well done as most candidates scored at least five out of six marks. The following elements were to be filled in:

- Purpose of the event
- Venue
- Target audience
- Budget categories (to exclude venue)

Candidates who filled in the purpose of the event were awarded one mark. Although the purpose of the event was given in the scenario, most candidates were unable to score marks since they gave partial answers; for example, 'to honour workers who displayed good work ethics'. The expected response was *to honour workers who consistently displayed good work ethics over ten years*.

Candidates who provided the venue were awarded one mark. They were expected to name the venue and give its address. Some candidates named the venue but failed to include the address; therefore, no marks were awarded.

For the target audience, candidates were required to name two members of the target audience. Two marks were awarded for this section. The majority of candidates was able to score full marks. Expected responses were *workers, family members, parents of the children, specially invited guests, press/media*.

For budget categories, candidates were asked to name two budget categories excluding venue. Two marks were awarded for this section and it was well done. Almost all candidates named the correct budget categories for the event: *food, drinks, decorations, rental of chairs and tables, entertainment, awards/trophies*.

Part (c) (ii) required candidates to describe two behaviours the servers at the event should display to demonstrate good work ethic. This section was awarded four marks. Almost all candidates scored at least two marks for this section. In most cases, the correct behaviour was stated but not described. In addition, some candidates described what must be done to display good work ethic. However, there were a few incorrect responses which included 'sit and form conversation with the guests'; 'tell the guests when it is time to leave'; 'tell the guests not to ask for seconds', 'introduce guests to each other'.

Expected responses include the following:

- Good deportment: Appropriately dressed, well-groomed and having a proper posture.
- Responsibility: Sets up the serving area and equipment in a timely manner.
- Courtesy: Polite, pleasant and mannerly; responds quickly and professionally to incidents/accidents
- Discipline and diligence: Stays focused on the goal or task; ensures that guests' needs are met in a timely manner.
- Problem solving: Must be able to deal with any issues as they arise, for example, allergic reactions of guests, problem with seating arrangements.

Question 6

This question tested candidates' knowledge and understanding of recycling, traffic areas and ergonomics. It was poorly done. The mean percentage score was 18 and marks ranged from 0 to 13.

In Part (a), candidates were asked to define each of the following terms relating to the home and work environment.

- Recycling
- Traffic areas
- Ergonomics

The majority of candidates did not provide a correct definition for recycling. Some candidates gave responses regarding the process involved in recycling, while others gave the benefits of recycling to the environment. Some of the responses provided include the following:

- Recycling of bottles and paper
- To keep the environment clean
- Placing bottles and paper in recycling bins to be recycled
- Crushing of discarded materials by the recycling company

It must also be noted that candidates failed to mention that a new item is created from an old item.

Expected responses include the following:

- The process of converting previously used materials into new and usable objects.
- To reclaim an old item to create a new usable item.

The majority of candidates did not understand the term *traffic areas* as it relates to Family and Resource Management. Candidates linked this part of the question to a roadway. Some incorrect responses given included the following:

- Areas where vehicles pass on
- Where there are traffic lights and traffic wardens that will cause traffic pile up
- Traffic on the roadway that will cause persons to get to work late
- Congestion on the roadway

A few of the candidates who interpreted this part of the question and linked it to the home or work environment gave the following responses:

- Areas congested with toys
- Areas in the home where you can store items
- Areas in the home that should be kept clear at all times

A few candidates were able to correctly define traffic areas:

Walkways in the house, passages and areas like the kitchen that are heavily used

Expected responses include the following:

- Areas in and around the house that are heavily used or travelled
- Pathways that are travelled between objects or areas

Candidates seemed unfamiliar with the term *ergonomics* and the majority of them did not attempt this part of the question. Some candidates provided the following incorrect responses:

- Ergonomics is economics and the way persons receive money.
- Ergonomics is agriculture and the way persons plant the land.
- Ergonomics is taking care of the environment.
- Ergonomics is the way you sit by the computer.
- Ergonomics is a new design for a computer desk and chair.
- Ergonomics is computer room.

Expected responses include the following:

- The study of people's efficiency in their working environment
- The study of how equipment and furniture can be arranged in order that people can do activities more efficiently and comfortably

Part (b) presented candidates with the following scenario.

Your sister is moving into her university dormitory for the first time and has asked you to recommend ways to personalize her living space to make it both functional and comfortable.

In Part (b) (i), candidates were required to identify three features that your sister should look for when choosing a suitable chair for her room and to state one reason for each feature identified. Most candidates gave the correct features but not the corresponding reason, while a few gave the reason but not the feature to match. Candidates' responses included the following:

- Feature: The weight of the chair
Reason: The ability to move around or to lift the chair while cleaning
- Feature: Size of the chair to the space available
Reason: So that the room is not overcrowded
- Feature: Colour of the chair should complement the colour of the room

Expected responses include the following:

Feature: She must be able to adjust the height of the chair.

Reason: So that she can choose the best height for her legs and reduce strain on the back or swelling at the ankle.

Feature: The material of the chair's covering should be dark in colour and stain resistant.

Reason: Darker colours tend to hide wear and tear or the overuse of the chair and help to minimize the need for constant cleaning

In Part (b) (ii), candidates were asked to describe two other ways in which their sister could personalize her living space to make it functional and comfortable. Generally, candidates did not handle this part of the question satisfactorily. Some of the incorrect responses given were as follows:

- To purchase a smaller chair set
- To repaint the walls
- To make adjustments to walls to increase space

Candidates were expected to provide the following responses:

- Invest in a soft, coloured, durable comforter or bed cover that can withstand sitting, sleeping.
- Decorate with colourful, attractive cushion and stuffed toys that can also be used for back support.
- Use of space savers that can be both functional and comfortable. This helps with the organization of the small space.

Overall, the majority of candidates lost out on six marks for Part (a) and scored four to six marks in Part (b).

Recommendations

- The syllabus must be re-examined by teachers and the new concepts adequately researched and taught. Every effort should be made to cover the syllabus as thoroughly as possible. Students should be given a copy of the syllabus in order to assist them when studying on their own.
- Students can help themselves with learning new topics through research and in-class sharing. New ideas are emerging every day in the discipline of Family and Resource Management. These ideas can be covered in a fun way, in keeping with the syllabus, and teachers can help students to apply this new knowledge, not only to the examination but also in making meaningful contributions to their own family lives.
- Teachers are reminded to emphasize to students that they must pay keen attention to what is being asked by reading the questions more than once.
- Students are encouraged to pay attention to key words and phrases. Experiences should be provided for students to answer questions with a variety of key words such as *define, discuss, explain, describe, list, suggest* and *state*.
- Students should be advised to develop responses fully, paying attention to the marks allocated for each question.
- Teachers should provide opportunities for students to apply knowledge by using problem-based and scenario-based questions as learning activities, so that students are exposed to analysis, synthesis and evaluation. Even if the content is known, students must be able to apply the concepts.