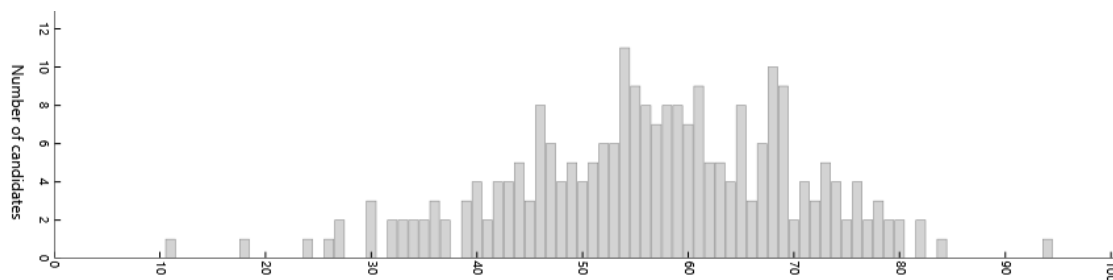




Summary report of the 2018 ATAR course examination report: Food Science and Technology

Year	Number who sat	Number of absentees
2018	245	2
2017	217	4
2016	196	6

Examination score distribution–Written



Summary

Attempted by 245 candidates Mean 56.49% Max 93.76% Min 10.93%

Section means were:

Section One: Multiple-choice Mean 66.26%
Attempted by 245 candidates Mean 9.94(/15) Max 15.00 Min 3.00

Section Two: Short answer Mean 58.91%
Attempted by 245 candidates Mean 32.40(/55) Max 52.17 Min 2.43

Section Three: Extended answer Mean 47.38%
Attempted by 244 candidates Mean 14.21(/30) Max 27.00 Min 0.75

General comments

Based on the marking process, it would appear that candidates had time to complete the paper and felt confident in their ability to respond as there were very few instances of questions not being attempted.

Both the short and extended answer sections attracted higher levels of response than in past examinations.

There were many instances of incorrect terminology being used, for example 'fluffy' rather than aeration, 'jamming' rather than jam making' and 'more healthy' rather than providing a nutritional reason for this. It appeared that candidates understood the course content in basic terms but the ability to explain or discuss this content varied widely. Candidates selected terms from the examination questions and applied these incorrectly to other responses, for example from question 21 (a) the term 'people living in remote communities' was consistently provided as a response to question 19 (b). There were responses that showed that questions were not read properly; for example 19 (c), 20 (a), 21 (a), 24 (a) and 26 (b).

Candidates continue to write lengthy, irrelevant introductions to their responses, including rewriting the questions, neither of which attract marks. While the majority of candidates provided clear responses, many made marking difficult by not using dot points or new lines to separate question parts, not indicating on which pages responses had been continued and in some cases, writing their responses to all three parts of extended questions entirely without punctuation, dot points or new lines to distinguish between question parts.

Advice for candidates

- Structure your responses by using dot points and new lines to distinguish between question parts.
- Read the question thoroughly to ensure you are responding to what has been asked.
- Confine extended responses to only the information required to answer the questions, additional information does not attract marks. Lengthy introductions and question rewrites are unnecessary.

Advice for teachers

- Unit four syllabus content 'Properties of food, factors that impact on the properties of food' needs more attention.
- Use of the correct course terminology remains an issue.

Comments on specific sections and questions

Section One: Multiple-choice (15 Marks)

There were fifteen questions and the mean was 70%. All candidates attempted all questions. Questions 2 and 11 were the easiest with means of 88.57% and 86.53%. Questions 7 and 12 were the most difficult with means of 40.82% and 32.65%. Marks ranged between 3 and 15.

Section Two: Short answer (68 Marks)

The section mean was 58.90%. The majority of candidates attempted all questions. Candidates were able to distinguish between functional and value-added foods and to describe a range of methods product developers use to value-add to products. They could also identify a limited range of benefits of commercially processed foods but could not confine their discussion of these to people living in remote communities, many responses also related to urban communities. Candidates, in general, were able to describe the negative impacts of commercially-processed food on consumers.

Section Three: Extended answer (40 Marks)

Many candidates provided information additional to that required to answer the question which did not attract marks. Lengthy introductions and question rewrites were also noted and were unnecessary.