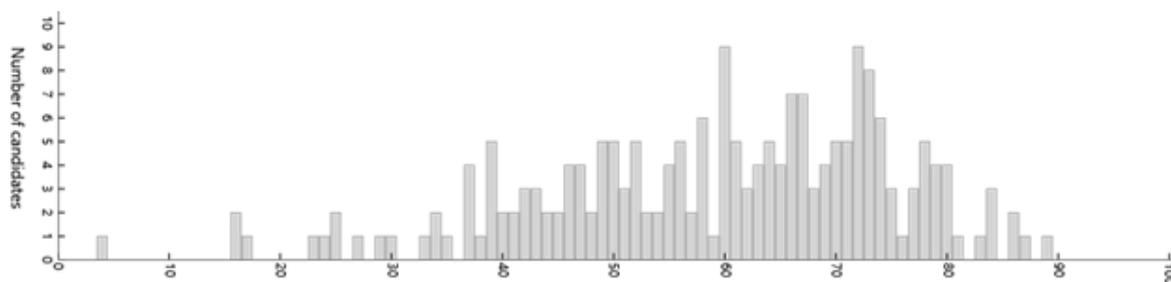




Summary report of the 2019 ATAR course examination: Food Science and Technology

Year	Number who sat	Number of absentees
2019	202	3
2018	245	2
2017	217	4
2016	196	6

Examination score distribution–Written



Summary

Attempted by 202 candidates Mean 59.05% Max 88.59% Min 4.00%

Section means were:

Section One: Multiple-choice	Mean 65.41%		
Attempted by 202 candidates	Mean 9.81(/15)	Max 14.00	Min 3.00
Section Two: Short answer	Mean 55.07%		
Attempted by 202 candidates	Mean 30.29(/55)	Max 49.34	Min 0.00
Section Three: Extended answer	Mean 63.81%		
Attempted by 200 candidates	Mean 19.14(/30)	Max 29.62	Min 0.75

General comments

Overall, candidates had time to complete the paper and were confident in their ability to respond to questions. There were fewer instances of questions not being attempted than in past examinations, however, some of the responses provided did not answer the question. Overall, candidates understood the course content, however, they must concentrate on adding additional information to support the statements. 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 did not indicate which page a response had been continued and in some cases, wrote their responses to all three parts of extended questions entirely without punctuation.

Candidates continue to use incorrect terminology. For example, fluffy rather than aeration, good fats, bad fats, healthy and unhealthy foods. There were many instances where candidates had not read the questions correctly e.g. Questions 16(b), 18(b) and 20(b). Candidates took information from questions in the paper to answer other questions. This was particularly evident in Question 20(c), which asked for an explanation of the use of the glycaemic index in regulating blood sugar levels. The response given for this question was also given for Questions 16(b) and 19.

Advice for candidates

- Structure your responses by separating parts of questions, starting on a new line and using dot points. Label parts of questions clearly.
- Use the terminology of the syllabus.
- Include additional information to support your statements.
- Do not rewrite the questions as introductions to your responses.
- Read the questions thoroughly to ensure you are responding to what has been asked.

Advice for teachers

- Practise responding to examination questions with particular attention to the verbs that inform the questions.
- Use the terminology of the course frequently when teaching the syllabus.
- Explain how to use the mark allocation to decide the response requirements of a question.

Comments on specific sections and questions

Section One: Multiple-choice (15 Marks)

All candidates attempted all questions. Questions 5 and 9 were the easiest and Questions 6 and 7 were the most difficult. Marks ranged between three and 14.

Section Two: Short answer (68 Marks)

The majority of candidates attempted all questions. Candidates were able to identify types of carbohydrate and fats, but it was clear that they had not read part (b) correctly. Generally, the concept of recipe adaptation is not well understood. Candidates confused the roles of local authorities with Food Standards Australia and New Zealand. In addition, candidates confused the health complications with the symptoms of diabetes.

Section Three: Extended answer (40 Marks)

Candidates must confine their extended response to include only the information required to answer the question. Additional information does not attract marks. Lengthy introductions, repetition and question rewrites are unnecessary.