



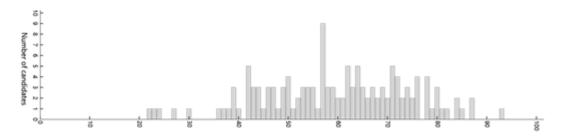
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Summary report of the 2021 ATAR course examination report: Food Science and Technology

Year	Number who sat	Number of absentees
2021	134	2
2020	171	3
2019	202	3
2018	245	2

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution-Written



Summary

Attempted by 134 candidates	Mean 59.65%	Max 92.56%	Min 22.18%
Section means were:			
Section One: Multiple-choice	Mean 67.81%		
Attempted by 134 candidates	Mean 10.17(/15)	Max 14.00	Min 5.00
Section Two: Short answer	Mean 60.46%		
Attempted by 134 candidates	Mean 33.25(/55)	Max 52.56	Min 7.66
Section Three: Extended answer	Mean 54.10%		
Attempted by 133 candidates	Mean 16.23(/30)	Max 28.50	Min 0.00

General comments

The spread of marks ranged from 21.18% to 92.56%. It appeared that candidates had time to complete the whole examination paper and felt confident in their ability to respond as there were fewer instances of questions not being attempted than in past examinations however, the responses provided did not always attract marks.

Candidates generally demonstrated a sound understanding of the course content, but needed to expand their responses to include more detail in order to fully explain or describe concepts and obtain full marks. Candidates demonstrated a sound knowledge of minerals, the marketing mix and chemical digestion of macronutrients. Questions related to product proposals, factors that influence the properties of food and techniques used to adapt recipes were less well answered. There was confusion between the technology process, the marketing mix and product proposals.

Candidates continued to write lengthy, irrelevant introductions to their responses, including rewriting the questions, neither of which attract marks. Responses needed to be structured to separate question parts. The use of dot points or new lines would help with this. When additional pages are used for responses to a question, or question part, it must be clearly and correctly labelled.

It was possible to discriminate between responses by using the full range of marks. The use of incorrect terminology remains an issue. This was particularly evident in Question 19 and Question 22.

Advice for candidates

- Structure your responses using new lines or dot points for question parts.
- Use the correct terminology of the course in your responses.

Advice for teachers

- Familiarise students with appropriate course terminology.
- Demonstrate how responses should be structured, referring to past examinations as a quide.

Comments on specific sections and questions

Section One: Multiple-choice (15 Marks)

All candidates attempted all questions. Candidates found Questions 5 and 14 the easiest, and Questions 3 and 15 the most difficult.

Section Two: Short answer (79 Marks)

There were eight compulsory questions in this section. Candidates needed to include additional information to fully explain or describe the statements they made to achieve full marks.

Section Three: Extended answer (40 Marks)

Candidates were required to respond to two questions from a choice of three. Question 24 was the most popular choice, selected by 127 candidates. Only 77 and 61 candidates chose Questions 25 and 26 respectively. Candidates achieved results ranging from 0% to 95% in this section.