Summary report for candidates on the 2014 WACE examination in Food Science and Technology Stage 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Number who sat</th>
<th>Number of absentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>82</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>78</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>97</td>
<td>1</td>
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</tbody>
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Examination score distribution

Summary
The written examination consisted of three sections with candidates being required to attempt all questions in Section One and Two and to choose two of the three questions in Section Three. The examination differed from 2013 in that there are no longer extended answer questions set in different contexts.

The mean for the examination of 48.69% was similar to the 2013 examination mean of 51.34%. Candidate scores for the examination ranged from a minimum of 7.86% to a maximum of 78.79%. The mean percentages for Sections One, Two and Three were 59.21%, 45.90% and 46.54% respectively.

General comments
The majority of candidates demonstrated a sound understanding of the course, however candidates in general did not use the course terminology in their responses nor were they able to link theory with practice. Responses to the extended answer questions were weak. Candidates appeared unable to demonstrate extended writing that includes evidence to support the statements they make. The marketing mix was poorly understood with candidates unable to recommend strategies applicable to a given product and demographic group. Justification for the choice of modifications made to food products was also handled poorly.

Advice for candidates
- Read the whole question before starting a response. It is particularly important when completing tables to select examples for column one that enable you to correctly complete the remaining columns.
- Identify different examples, when multiple examples are required, not rewordings of the same example.
- Write in paragraphs with each beginning on a new line or use dot points to clarify the start of a new point.
- Use the terminology of the course, particularly when describing the properties of foods. Don’t be tempted to scatter terminology you see in the examination paper throughout your responses unless you are sure it is appropriate.
- Write legibly, it makes your script much easier to mark.
- Take note of the mark allocations to determine the requirements of responses.
- Include statements that support your responses particularly when you are asked to ‘explain’ or ‘describe’.
• Become familiar with the requirements of the verbs that inform questions.

Comments on specific sections
Section One: Multiple-choice
Attempted by 82 Candidates  
Mean 11.84(/20)  Max 18.00  Min 3.00

All candidates attempted all questions. Questions 4 and 10 were the most difficult with means of 0.30 and 0.26 and Questions 1 and 5 the easiest with means of 0.85 and 0.91.

Section Two: Short answer
Attempted by 82 Candidates  
Mean 27.54(/60)  Max 48.00  Min 3.86

Candidates clearly understood the importance of environmentally sustainable food production practices and the majority could identify examples of these. They could also identify correctly the national authorities responsible for the safety of food products imported into Australia. Descriptions of the social factors influencing the food consumption patterns of Australians was well handled as were the benefits to producers of being able to grow genetically modified crops. Many candidates lost marks due to the brevity and repetitive nature of their responses.

Section Three: Extended answer
Attempted by 82 Candidates  
Mean 9.31(/20)  Max 17.00  Min 1.00

Candidates demonstrated a sound ability to analyse data and recognised that a balanced diet will provide the nutrition necessary to maintain good health without a need to consume supplementary nutrients. They were clear about the causes of food spoilage and deterioration. The requirements of the AANA Code for Advertising were also well understood. Marks awarded for responses in this section were low as the majority of candidates neglected to include evidence in support of, or to explain, the statements they made.