AM EXAMINERS’ REPORT MAY 2009

AM Home Economics and Human Ecology
May 2009 Session
Examiners’ Report

Part 1.0: Statistical Information

A total of 127 registered for the May 2009 examination session. This is an increase of eight candidates over the 2008 session and an increase of 21 over the 2007. Candidates were primarily from J.F Abel Junior Collage Msida, Giovanni Curmi Higher Secondary School Naxxar and from Sir M.A. Refalo Gozo Centre, Gozo. There were 4 private candidates.

The Examination consisted of a course work assessment component (40%) made up of a Portfolio and an Investigation, and a Written Examination (60%) comprising two papers of three hours each.

Table 1: Distribution of grades obtained by the candidates

<table>
<thead>
<tr>
<th>GRADE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>Abs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>10</td>
<td>24</td>
<td>49</td>
<td>21</td>
<td>12</td>
<td>9</td>
<td>2</td>
<td>127</td>
</tr>
<tr>
<td>% of Total</td>
<td>7.87</td>
<td>18.90</td>
<td>38.58</td>
<td>16.54</td>
<td>9.45</td>
<td>7.09</td>
<td>1.57</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3: Number and percentage of candidates who answered the different questions in Paper 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Topic</th>
<th>No. of Candidates</th>
<th>% of candidates N=125</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Renewable energy: define; give examples; discuss ecological, health, economic, aesthetic and social impacts of two sources of; energy saving strategies</td>
<td>125</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Water resources: pollutants of drinking water; measures to protect drinking water; health consequences of chlorine and lead pollutants; domestic methods of purifying water with benefits and or shortcomings of each.</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Emotional, economic and social burdens experienced by, mixed denominational marriages, single parent families and childless couples. Positive and negative impacts of mixed denominational marriages for children and the Maltese community</td>
<td>121</td>
<td>96.8</td>
</tr>
<tr>
<td>4</td>
<td>Distance selling: information before purchasing; written information that should be provided. Roles of the Consumer Association. Function and limitation of the Consumer Claims Tribunal. Describe four Acts of Parliament that protect the consumer.</td>
<td>119</td>
<td>95.2</td>
</tr>
<tr>
<td>5</td>
<td>Purchasing a home: Reason for decrease in real estate prices; negative impact for the economy; advantages and disadvantages of two sources of information about the availability of property for sale; four items of information included in the promise of sale agreement; duties of notary; advantages and disadvantage of obtaining a bank loan.</td>
<td>125</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Difference between credit and debit card. Give details of stocks, bonds, shares and investment funds. Two professional bodies that can give advice on investment. Describe the advantage and disadvantage of two investment methods of choice for a working mother</td>
<td>94</td>
<td>75.2</td>
</tr>
</tbody>
</table>
The highest mark obtained for Paper I was 26.4/30 a slight decrease when compared to 26.9 in May 2008 and 27.9 when compared to May 2007.

Table 4: Number and percentage of candidates who answered the different questions in Paper II

<table>
<thead>
<tr>
<th>Questions</th>
<th>Topics</th>
<th>Number of candidates</th>
<th>% of candidates (n=125)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fats: functions of; digestion of; dangers of excessive cholesterol. Vitamin A: Functions of; recommended daily intake of; toxicity of excessive intake.</td>
<td>81</td>
<td>64.8</td>
</tr>
<tr>
<td>2</td>
<td>Nutrient Goals: Define ‘balanced diet’; Maltese nutrient goals for three macro one micro nutrient, cholesterol and dietary fibre. Draw and label CINDI Food Guide. Plan a day’s menu for a lactose intolerant lactating mother describing how the foods suggested provide the special nutrients required by the mother. Give advice to lactating mother on the use of calcium supplements and specific foods to avoid during lactation.</td>
<td>118</td>
<td>94.4</td>
</tr>
<tr>
<td>3</td>
<td>Upset stomach in a Home for the Elderly: Symptoms of food poisoning. Precautions to safeguard the health of affected residents; precautions to avoid the spread of infection; precautions that cooks should take when preparing poultry dishes to avoid food poisoning. Explain and give five key features of HACCP. Outline role of Food and Safety Commission.</td>
<td>113</td>
<td>90.4</td>
</tr>
<tr>
<td>4</td>
<td>Wholegrain cereals and refined cereals: chemical elements of; examples of; difference between simple and complex carbohydrates. Long term health implications that could result from a diet low in wholegrain cereals and explanation of aetiology of each health condition. Explanation of why celiac have to refrain from consuming certain types of cereals outlining the aetiology and symptoms of this condition. Menu for a Primary school-aged coeliac child, describe nutritive value and explain how nutritional needs are met</td>
<td>122</td>
<td>97.6</td>
</tr>
<tr>
<td>5</td>
<td>Nutrition for the elderly. Causes of constipation in the elderly. Changes in physiology and functional ability effecting nutrition. Reasons for and signs of anorexia nervosa in the elderly.</td>
<td>108</td>
<td>86.4</td>
</tr>
<tr>
<td>6</td>
<td>Advantages of using a pressure cooker with regards to: nutritive value of food, convenience, economy. Safety precautions when using a pressure cooker. Bottling and jam making using pressure cooker: examples of crops that could be preserved by this manner. Explain process and scientific principles involved. Best storage conditions with reasons for these preserved foods</td>
<td>98</td>
<td>78.4</td>
</tr>
</tbody>
</table>

The highest mark obtained in Paper II was 21.6/30, a slight decrease when compared to 23.3/30 in 2008 and 21.9/30 in 2007.
2.0 Comments on the Written Examination Papers

Both Papers I and II presented six questions of 20 marks each. Candidates had to answer five questions. All candidates attempted to answer five questions. Some questions were answered more fully than others. Both Papers were composed of structured questions designed to guide candidates to answer questions as fully as possible, frequently specifying the number of responses expected. The marking scheme was also designed to guide candidates with regards to the number of points that should be included in the answer. There were no essay type questions in the Papers.

Questions requested candidates to define terms, describe the aetiology of health conditions, outline procedures, products and services, explain scientific principles, recall and apply knowledge to a given situation, compare, contrast, list advantages and disadvantages of given processes and products, evaluate circumstances and suggest remedies.

Questions highlighted current issues and were frequently set within a local framework often requesting candidates to quote local or European legislation.

2.1 Paper 1

Paper 1 requires a basic understanding of the constant evolution in sociological, cultural, economic, scientific, and technological aspects that affect the health, the social development and the affluence of the family and individuals within the family and society. It covers consumer and financial affairs, housing and environmental issues, social welfare and health and expects candidates to take a holistic approach over all issues in answering questions. Knowledge of the latest relevant local legislation, regulations, national policies, reports and initiatives is required.

The quality of the answers showed that candidates who sat for the exam during this session had acquired a basic understanding of the themes in Paper 1. This is proved by the fact that 86.4% of the candidates scored above 50%. The lowest mark obtained was 6 out of 30.

Question 1 (renewable energy) and Question 5 (purchasing a home) was answered by all candidates. Question 2 (water resources, pollutants, safe drinking water) was the least popular suggesting that in spite of the fact that water is quite topical candidates were not fully prepared to answer deeply on the maintenance and the purification of drinking water. Lack of the required details prevented some candidates from scoring highly and suggested that some candidates had not covered the topic to the required dept. There were no indications that candidates misunderstood or misinterpreted any of the questions in this paper.

Question 1

All candidates answered this question about renewable energy. Candidates were requested to define renewable energy and to give examples. They had to discuss the ecological, health, economic, aesthetic and social impacts of two locally viable renewable sources of energy and to describe energy saving strategies. Almost all gave a good definition of renewable energy but only half gave examples and several ignored the local viability of such sources of energy.

Candidates discussed objectively the social as well as the economic impact. Answers tended to be disorganised. While candidates were able to describe energy saving strategies when selecting appliances they seemed to misunderstand or ignore energy saving strategies when designing a home. Still 31% scored above 18 out of the allotted 20 marks.
Question 2
This was a question about drinking water pollutants, measures to protect drinking water, health consequences of chlorine and lead pollutants, domestic methods of purifying water with benefits and or shortcomings of each. It was by far the least popular question. Only 32% answered this question. Yet it was answered quite fully by those who attempted it with 25% acquiring above 18 marks out of the allotted 20. In fact, most students could list the most common pollutants of drinking water and the measures that could be taken by the state and other responsible entities to protect our drinking water. Most could describe the health consequences of having water polluted with lead and chlorine by products and ways of purifying water domestically.

Question 3
This question requested candidates to outline the emotional, economic, and social burdens that could be experienced by mixed denominational marriages, single parent families and childless couples and the positive and negative impacts for the children and the Maltese community of mixed denominational marriages.

Several candidates did not know the meaning of ‘mixed denominational marriages’. Some interpreted it to mean separation or remarrying after a partner dies. This attributed to the loss of marks for this question. Those who knew the meaning described the impact on the children and the Maltese Community quite correctly. The rest of the question was fully understood and well answered with 23% scoring above 18 out of the 20 marks allotted.

Question 4
This was another popular question about the newly emerging method of distance shopping following TV advertising. It requested candidates to list information that should be acquired before purchasing and the written information that should be provided when shopping under these circumstances. It expected candidates to outline three roles of the Consumer Association and to describe the functions and limitation of the Consumer Claims Tribunal. It further requested candidates to describe four Acts of Parliament that protect the consumer. The students knew the items of information consumers should obtain from retailers before they purchase a product or a service through this method. Several repeated this information when it came to outlining written information retailers should provide consumers.

Most were aware of the role of the Consumer Association. Some of the candidates wrote too briefly about the function and limitations of the Consumers Claim Tribunal. They failed to mention the monetary limitation for a claim to be heard by this tribunal and the monetary fines for moral or other damages to the consumer or for vexatious or frivolous claims.

The majority of students confused the Acts of Parliament designed to protect the local consumer with the rights of the consumer. All this contributed to loss of marks and to the fact that only 31% acquired a mark of 10 or above for this question and only 1 candidate was awarded a mark above 18 out of 20 marks.

Question 5
This was a question about purchasing a home. It requested candidates to outline one reason for decrease in real estate prices and one negative impact on the economy. It expected candidates to list the advantages and disadvantages of two sources of information about the availability of property for sale and four items of information that should be included in the promise of sale agreement. It asked candidates to describe the duties of the notary and to outline the advantages and disadvantages of acquiring a bank loan to finance the purchase of a home.

All candidates answered this question. Most candidates gave the global recession and the excessive number of houses being built as the reason for a decrease in real estate prices and gave and described a negative
impact this has on the economy. Many candidates gave a comprehensive list of sources of information regarding the availability of property for sale. Most gave four items of information that should be included in the promise of sale. The majority could outline the advantages and disadvantages of obtaining a loan to finance the purchase of a home. Some exaggerated when relating about the interest that has to be paid. All in all this was a well answered question with 7.2% scoring over 18 out of 20 marks and 84.8% acquiring a mark over 10 out of 20.

Question 6

This was a question on investments. It required candidates to outline the difference between credit and debit cards and to give the advantages of owning a debit card. It asked for an explanation of stocks, bonds, shares and investment funds and requested two professional bodies that can give advice on investment and to describe the advantage and disadvantage of two investment methods of choice for a working mother. It was answered by 75.2% of the candidates.

Several Candidates confused the meaning of debit cards with that of credit cards. On the whole candidates knew the difference between shares bonds and stocks but very few could explain investment funds. Most could mention two professional bodies that gave reliable advice on investment. Candidates who chose shares, bonds and stocks as a preferred method of investment for the working mother were able to identify advantages and disadvantages although some were not quite sure and confused them with the advantages and disadvantages of other methods of investment. Students who advised on investment funds gave the wrong pros and cons. A good number were able to list the four factors a working mother should consider before investing in any scheme.

2.2 Paper II

This paper is mainly based on the recall of scientific facts, judgement and the application of knowledge related to Food and Nutrition. Candidates seem to find Paper II more difficult than Paper I. The highest total mark scored for this paper was 72. while the lowest was a mere 6.3 out of 100. Only 31.2% scored a total of above 50%. The main reason is that candidates did not acquire a full knowledge of facts. Some did not attempt to answer all parts of the question. Their lack of scientific background sometimes makes it difficult for them to comprehend fully certain principles and to express themselves in scientific language resulting in poor and incomplete answers.

Question 1

This question was the least popular. It was answered by only 64.8% of the candidates. It was a straight forward question on fats and the fat soluble Vitamin A. It requested knowledge of fatty acids, the functions and digestion of fats and the dangers of excessive cholesterol. It also required knowledge of the functions of Vitamin A, the recommended daily intake of this Vitamin and the resultant toxicity of excessive intake.

Although it was quite a straightforward question demanding recall of knowledge candidates scored very poorly. In fact the highest mark obtained for this question was a mere 10.5 out of 20.

Several could name two groups of essential fatty acids but few were in a position to outline their function. Most candidates failed to give the required details of the digestion of fats. Many knew the effects of excessive cholesterol in the blood. Very few could give details about the function of Vitamin A. Hardly any could state the recommended daily intake for an adult male and female correctly. However the physical symptoms of toxic levels of vitamin A were described correctly though several gave only one example.

Question 2

This question was the second most popular question. It was answered by 94.4% of the candidates. It required candidates to define the term ‘balanced diet’, outline Maltese nutrient goals for three macro and one micro nutrient, cholesterol and dietary fibre and to draw and label the CINDI Food Guide. It further requested
candidates to plan a day’s menu for a lactose intolerant lactating mother describing how the foods suggested provide the special nutrients required by the mother and to give advice to lactating mother on the use of calcium supplements and specific foods to avoid during lactation. Most could define a ‘balanced diet’ reasonably well, though less could explain fully the recommendation that all individuals should consume a balanced diet daily. Although most candidates could write in a general manner about the reasons behind the Maltese nutrient goals, very few could specify the exact nutrient goals. Almost all could draw and label clearly the CINDI Food Guide diagram and to give the correct proportion of food to be taken from each group.

Several were knowledgeable of the food containing lactose and were able to plan a well balanced lunch. Most could describe how the food included in the menu could provide the necessary nutrients though not all in the required detail. Though all knew of the importance of calcium for a lactating mother, some found it difficult to give the right advice in order to ensure the right amount but to avoid excessive intake. Several wrote about foods to be avoided in a general manner but failed to pinpoint foods to be avoided by a lactating mother specifically. The highest mark obtained for this question was 15.

**Question 3**

The question was set in a residential home for the elderly where a number of residents developing an upset stomach. Candidates had to identify symptoms the nurse should look out for to determine the possibility of food poisoning, outline immediate precautions to safeguard the health and safety of the effected residents and precautions to ensure that it does not spread to other residents and staff. In addition candidates had to list precautions the food preparers should take when preparing poultry dishes to avoid the occurrence of food poisoning, explain the acronym and list key features of HACCP and to outline the role of the Food and Safety Commission established by the Food Safety Act of 2002.

In spite of the fact that this question was answered by 90.4% of the candidates and the third most popular question, only 4 candidates scored 10 out of 20 marks. Candidates knew the symptoms of food poisoning, the precautions the nurse should take to safeguard the health and safety of effected residents and the steps that should be taken to ensure that it will not spread to other residents. They were also reasonably knowledgeable of the precautions to be taken whilst preparing poultry dishes in order to avoid food poisoning. What brought the marks for this question down was the fact that hardly any remembered what the acronym HACCP stood for though some had a vague idea, very few could give the four requested features of HACCP, and very few could outline the role of the Food and Safety Commission.

**Question 4**

This question requested candidates to state the chemical elements which form carbohydrate, indicating the ratio of each element to the other and explaining the difference between simple and complex carbohydrates. They had to define wholegrain and refined cereals, to give examples of each, to describe two long term health implications that could occur as the result of a diet low in wholegrain cereals and to explain the aetiology of each resultant health condition. Besides they had to explain what happens in the coeliac condition, why coeliacs have to refrain from consuming certain types of cereals and to name two symptoms of this condition. The question ended by asking candidates to plan a complete day’s set of meals for a primary school-aged coeliac child and to describe the nutritive value of different foods, explaining how they meet the nutritional needs of the child.

This was the most popular question in this paper. It was selected by 97.6% of the candidates. It was also answered quite fully, in fact 72.85% scored over 10 out of the allocated 20 marks and 14.4% scored over 18.

By far the majority could give the chemical composition of carbohydrates using scientific terms and to explain the difference between simple and complex carbohydrates. They could define wholemeal cereals and refined cereals and to give examples of each. They were almost all able to describe well two implications of a long term diet low in wholegrain cereals and to explain the aetiology of each health condition. An understanding of the coeliac condition, its symptoms and why coeliacs have to refrain from
consuming certain cereals was generally quite well described. Several gave a day’s set of meals excluding food containing gluten. Few had the patience to explain how these foods met the nutritional needs of the child.

**Question 5**

This question was about eating disorders. It required candidates to list causes of constipation in the elderly, describe common changes in the physiology and in functional ability that take place in the elderly and outline the nutritional implications of each. It also expected candidates to describe possible reasons for and signs of the onset of anorexia nervosa in the elderly.

This question was answered by 86.6% of the candidates. The highest mark obtained was 17.5 out of 20, while 23.2% scored above 10 out of the 20 marks allocated to this question. Most candidates could answer all aspects of this question, however not fully enough to enable them to obtain high marks.

Several listed causes of constipation in the elderly but few were able to name the required four. Candidates could describe changes in the physiology and functional ability. Not so many outlined the nutritional implications for each. Some named changes such as loss of hearing that did not have a nutritional implication.

Most gave the signs of the onset of anorexia nervosa and the reasons for its onset in the elderly however few could give the required four reasons.

**Question 6**

This was the second least popular question. It was attempted by 78.4% of the candidates. It was set on a farm. The young family was considering purchasing a pressure cooker to facilitate the preparation of meals and to preserve surplus agriculture produce. It expected candidates to describe advantages of using a pressure cooker with regards to the nutritive value of food, convenience and economy and to illustrate these advantages with examples.

It required candidates to outline safety precautions when using a pressure cooker, to name two different crops which could be preserved using this method of cooking and to explain the process and scientific principles involved. They were also requested to suggest with reasons the best storing conditions for these preserved foods.

The highest mark obtained for this question was 16.5 out of 20, while 42.4% scored over 10 marks. Most candidates could describe quite fully the advantages of using a pressure cooker with regards to the nutritive value of food the convenience and the economy. The majority were aware of safety precautions. Most identified crops that could be preserved using a pressure cooker. Several could explain the process used fairly accurately but several failed to explain the scientific principles involved. Almost all could describe the ideal conditions for storing preserved foods.

**2.3 General remarks**

All candidates attempted to answer the five questions expected with very few obtaining extremely low marks for any particular question. This reflects that the syllabus is being covered quite extensively. As in previous years candidates scored much higher marks in Paper 1 than in Paper 11. The average mark for Paper 1 was 57.2 while that for Paper 11 was 57.2. Paper 11, which deals with food and nutrition, requires a fairly deep scientific knowledge of the aspect and candidates without a scientific background or who are sitting for this exam without having first followed a course leading to a SEC in the subject may find the scientific terms used too much and the concepts too deep to assimilate in the short time available for every topic.

Candidates lost marks over questions that required knowledge on laws and regulations. It seems that they find the language and sentence construction used in such laws and regulations intimidating. Candidates need to be informed that they are only required to give the gist and not to quote the laws. Such laws and regulations are meant to protect the consumer and should not be too difficult to comprehend.
In spite of the fact that the questions were clearly structured, there was a tendency to pre-empt knowledge and to answer superficially the first part of the question and then repeat knowledge in the successive sub-questions. This leads to unnecessary loss of marks. Candidates need to be encouraged to read the whole question first and then be guided in their answers by the subsequent questions and the marking scheme both of which provided a hint as to the points and depth that is expected.

Candidates presented their answers legibly and methodically, labelling question parts correctly. This facilitated marking the papers and ensuring that marks were given for every valid point.

3.0 Comments on Coursework – Portfolio and Investigation

Coursework was assessed internally according to the Criteria for assessment of the portfolio and the investigation as detailed in the AM 2008-2010 syllabus. The work was moderated by an external examiner. Four private candidates presented their coursework for examination.

3.1 Comments about the tutors’ assessment

The marks awarded by the tutors were evidently based on the assessment criteria. They were quite fair and no need was felt to adjust the marks.

Tutors were very vigilant to guard against plagiarism and they reported a few instances where they refused work. As candidates become more technologically confident, short videos and recorded interview should be introduced as a more reliable means of authenticity. The introduction of a sheet recording all tutorial sessions over a period of time and signed by both the candidate and the tutor should support tutors in their effort to ensure that work is developed over a period of time and is authentic.

3.2 Comments about the quality of the coursework

The Home Economics and Human Ecology (2008 - 2010) Syllabus candidates are expected to present:

- A Portfolio containing one piece of original work from one of the following five option areas: Food Technology, Child Development, Senior Members of Society, Hospitality Services, Textile Studies. It ought to include at least one of the listed research techniques.

- An Investigation based on a different option area from that selected for the portfolio using three research techniques different from the ones used for the portfolio.

Portfolio

Out of the five possible option areas listed in the syllabus, the most popular themes for the creation of the portfolio were related to food technology, child development, and textile studies. The creation of an original product after a study of the needs of a specific person or groups of people was quite common. Some products were quite original, showed a high level of creativity and clearly linked with the needs developed through a case study. This demonstrates a sincere effort on the part of the tutors and the candidates to use this section of the syllabus to reach the aims set at the beginning of the syllabus of encouraging an investigative approach, making informed decisions, promoting awareness of design, aesthetic appreciation and creativity and fostering a sensitive care towards people’ needs.

The research techniques most frequently used in addition to case studies were: reports on visits; interviews; surveys or questionnaires.

In the majority of cases an attempt was made to show the authenticity of the work being presented. The most common form of evidence was photographs.

Investigation

It was very apparent that students were given clear guidance on the progression that an investigation should take. As a rule, most investigations were methodically presented showing a clearly stated plan of action
and carefully thought out progression. A good number had sufficient material. As a rule work was very well presented some showed a high level of information technology skills.

A few candidates had very original ideas. Some acquired their inspiration from their own experience or that of their family and friends. The least creative candidates acquired their inspiration from work presented by previous candidates. Once more the Mediterranean and the local context were predominant in the choice of option areas. The production of olive oil, honey bread and tomato products were quite popular.

A good number made a valid attempt at evaluating their work and suggesting improvement. Candidates were largely aware of safety, fitness for purpose and cost as well as the effectiveness of their project.

Once more there was an effort to show evidence of the authenticity of the candidates work with photographs being the most popular means.

The wide and varied choice of topics within each option area reflected once more the resourcefulness and creativity of both the tutors and the candidates. Topics linked with the elderly and studies about adopted children, children in single parent household and children of separated couples show sensitivity to emerging lifestyle concern and trends.

There is a tendency by some candidates to include verbatim information acquired through the internet. Such information can be a great help if used appropriately. However candidates need to be guide candidates to use such information in preparation for visits, to structure questionnaires, to generally acquire knowledge and to inspire thought for local research so as to ensure that they reflect the local context.

The discussion is perhaps one of the most important aspects of the presentation since it gives the tutor an insight into the degree of application of the candidate and the level of maturity gained through the process. Tutors should therefore give this section maximum importance and should grade this section in a manner that will reflect this. Self assessment and evaluation is particularly important and in some cases it is presented too lightly or left out all together by some candidates.

Work was generally well presented. Candidates were obviously trained to present work in a methodical and pleasing manner. Very few did not present a Table of Contents and a Bibliography and did not acknowledge references.

There were a number of instances where candidates showed excellence. Their work was obviously very clearly panned and thought out. It was obvious that they had read in preparation for the exercise. They selected the right investigation tools for the purpose, executed them in detail and evaluated results in depth using graphical presentation were necessary. Many made a sincere evaluation emphasising the weaknesses and strengths and listing reasoned recommendations.

The average mark for the coursework was 28.4 out of 40, that is 71%

4.0 Conclusion

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<th>Table 5</th>
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<tr>
<td><strong>Average Mark</strong></td>
</tr>
<tr>
<td>Coursework</td>
</tr>
<tr>
<td>71</td>
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</tbody>
</table>

A quick glance at table 5 reveals that the average mark obtained for the coursework is much higher than the average mark obtained for the written part. Some candidates who have scored a good mark for their coursework did not obtain an equally good mark for their written examination. There is however a positive correlation between the marks obtained in Paper I and in Paper II. Thus the value of the course work lies more in the skills obtained through the exercise and in the knowledge acquired through the process.
The difference in the average mark obtained in Paper I and II is glaring. As in past years, those candidates who do not have a scientific background or who did not follow a course leading to a SEC in the subject find the scientific knowledge required in this paper difficult to absorb in such a short time.

Chairperson
Board of Examiners
July 2009