TECHNOLOGY AND LIVING (FOOD SCIENCE AND TECHNOLOGY)

Report on Students Performance in the Practice Paper

The practice papers were piloted in five schools with around 60 students participated in the piloting exercise. Despite the small sample size, candidates' performance in this exercise could still reflect their weaknesses in answering questions. Readers are advised to study this report together with the selected samples of student performance so that they can better understand the high, mid and low performances of candidates in this piloting exercise.

Paper 1

Section A (Multiple-choice questions) [not changing the headings for you as I am not sure if you need to align all headings in bold and capital letters – just to remind u that the fonts of headings in paper 1 and 2 are different]

There were 15 MC questions in Section A. Students' performances were good in general. The mean percentage score was 61.59, and the standard deviation was 12.9. Some students did not have a thorough understanding of the related theories/concepts in the following items:

Q.9　　The functions of soluble dietary fibre in our body include:

(1)　　giving bulk to faeces
(2)　　increasing the viscosity of intestinal content
(3)　　improving glucose tolerance for diabetic patients
(4)　　lowering the rate of nutrient absorption from the stomach and intestine

A.	(1) and (2) only	(30%)
B.	(3) and (4) only	(20%)
C.	(1), (2) and (4) only	(26%)
* D.	(2), (3) and (4) only	(24%)

Q.14　　The occurrence of the Maillard reaction in the cooking processes is due to

A.	the enzymatic reaction in food.	(41%)
B.	the gelatinisation of starch in food.	(24%)
C.	the decomposition of lipid in food.	(9%)
* D.	the condensation reaction between amino acids and sugars in food.	(26%)

Q.15　　Jack lives with his parents, uncle and grandparents together in the same flat. This family structure can be considered as being a _____.

* A.	direct family	(30%)
B.	nuclear family	(4%)
C.	stem family	(43%)
D.	collateral family	(22%)

SECTION B – Design Questions

Question Number	Performance in General
1 (a)	Satisfactory. Many students showed a good application of knowledge and thorough understanding of the specified meal planning requirements. Some students did not fully understand the meaning of the two completely different designs, and only drew two similar designs with only slight variations. Some students did not label all the ingredients presented in the sketch clearly, while others only provided the name of the dish, but not the details of

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Question Number	Performance in General
	ingredients used. Besides, they did not specify the type of meat and vegetables used, e.g. minced meat, mixed vegetables. Fish was used instead of meat in some cases.
(b)	Fair. Some students were able to evaluate their design ideas with sound justification, but some students failed to relate their answers to the specifications. They only reiterated the specification without further elaboration. Some students did not specify which design idea they had evaluated.
2 (a)	Satisfactory. Majority of the students were able to give an appropriate reason for being vegetarians. Some students merely named the factors without elaboration.
(b)	Fair. Students did not fully understand the inter-relationship of low biological value, low biological protein, essential and non-essential amino acids.
(c)	Satisfactory. Some students were able to name both iron and Vitamin B12.
(d)	Fair. Some students showed a good application of meal planning theories for people with specific needs. However, they did not explain why the breakfast was nutritionally balanced and did not figure out the needs of a teenager boy.
(e)	Good. Majority of the students provided appropriate suggestions.

SECTION C – Structured Questions

3 (a)	Satisfactory. Students were able to identify the structure of a family but not able to differentiate the different stages of a family life cycle.
(b)	Fair. Students muddled up the roles of different family members with that of a family in the kinship system. Nevertheless, there were some students who could differentiate between the two and provided appropriate answers.
4 (a)	Fair. Some students were able to state the function of lipoproteins, while some did not have a clear concept of lipoproteins.
(b)(i)	Satisfactory. Many students were able to name soluble dietary fibre and explain how cholesterol levels were lowered. Some students only showed a vague understanding of 'cholesterol level' and 'low density lipoprotein'.
(ii)	Satisfactory. Some students showed an understanding of the theories about cholesterol levels. However, some students were not familiarized with the use of the terms 'low density lipoprotein level' and 'high density lipoprotein'.
(c)	Fair. Some students showed a clear concept of the relationship between cholesterol levels and coronary heart disease.
5 (a)	Satisfactory. Some students were able to explain clearly what a low carbon diet was, while others mixed up carbon with carbon dioxide.
(b)	Satisfactory. Students who understood what a low carbon diet was were able to provide appropriate examples with explanations. Some students did not have a clear concept of low carbon dietary words like 'local' or 'seasonal'.
(c)	Fair. Some students provided appropriate choice of the main dishes, whereas some students mixed up 'main dish' with 'side dish' and thus provided incorrect choices. Some students overlooked the main dish that was supposed to be the one suggested in (b).

Paper 2

SECTION A   FOOD CULTURE

1	(a)	Satisfactory. Majority of the students were able to state 'reunion' as a main reason. Some students also pointed out that 'celebration' was another reason.
	(b)	Satisfactory. Students showed a clear understanding of the symbolic meanings of certain ingredients, while some students mixed up 'ingredients' with 'dishes'.
2	(a)	Satisfactory. Some students were able to draw a good comparison between the cuisines of Beijing and Guangzhou. However, some merely described the specific features for that of Beijing and Guangzhou without comparison.
	(b)	Good. Majority of the students were able to analyse and apply their knowledge on nutrition and suggest suitable modifications that were backed by good reasons.
3	(a)	Satisfactory. Students showed an understanding of related religious practices in evaluating the menus.
	(b)	Many students were able to identify the ingredient/dish in the menus which was not suitable for Islamic/Jewish students and explain with appropriate reasons.
4		Fair. Some students described the development in the 90s instead of the past two decades, i.e. about 1992 – 2012. They only described the current food culture in Hong Kong without further explaining the factors that contributed to the development.

SECTION B   FOOD SCIENCE AND TECHNOLOGY EXTENDED STUDY

5	Satisfactory. Some students showed a clear understanding of the physical properties of eggs and illustrated with appropriate examples.
6	Satisfactory. Some students were able to explain the purpose of sterilization when carrying out the canning process.
7	Good. Many students showed a thorough understanding of the principles of enzymatic browning.
8	Good. Students were generally able to analyse the information and appropriately apply the knowledge of CCPs to their answers.
9	Good. Students showed a good understanding of the various types of food additives and their uses in the food industry. Some students showed good written communication in answering essay-typed questions with answers presented systematically with coherence.

SECTION C   FOOD PRODUCT DEVELOPMENT

10		Fair. Some students were able to suggest the appropriate test with correct spelling, while some could only describe briefly the test without giving it the correct name.
11		Good. Most of the students were able to name and explain the "4Ps". Many of them also applied the theory of "4Ps" to the specific scenario and justified their suggestions with sound reasons and examples.
12	(a)	Satisfactory. Most students were able to provide at least one appropriate reason with

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		elaboration.
	(b)	Good. Many students were able to analyse the data and identify all the stages. Some students showed a thorough understanding of the characteristics of each stage and explained systematically. Some students mixed up the characteristics of the 'introduction' with 'growth' stage.
	(c)	Good. Many students were able to suggest appropriate strategies with brief explanation.
13		Good. Some students were able to provide a systematic and comprehensive presentation with an introductory paragraph, appropriate paragraphing with sequencing words for the main part as well as a concluding paragraph. Some were also able to explain with clear examples and indication of main points.