



GCSE EXAMINERS' REPORTS

FOOD PREPARATION AND NUTRITION GCSE

SUMMER 2022

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<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

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Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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FOOD PREPARATION AND NUTRITION

GCSE

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COMPONENT 1 PRINCIPLES OF FOOD PREPARATION AND NUTRITION

General Comments

This current academic year saw the publishing and providing of advance notice information to communicate, ahead of the examinations, the focus of the content of the exams or part of the exams that would be assessed in the examination papers with the aim to support candidates who have undoubtedly experienced a difficult and challenging time in the two-year period leading up to their GCSEs.

The structure of the paper and variety of question styles and command words appeared to have promoted accessibility to students of all ability levels across the exam paper.

Comments on individual questions/sections

Section A

Q.1 Visual stimuli question: Making Pasta

- (a) Every candidate appeared to have attempted to answer the question and access some marks.
- (b) Popular responses to this question included ingredients such as beetroot, spinach, herbs and spices. Food colouring/dye which many candidates suggested was not accepted.
- (c) Most candidates were able to identify two of the three functions of ingredients used when making pasta. Flour was the most challenging to identify with many candidates stating that it made the dough, provided texture, or acted as a raising agent. More able candidates were able to refer to the flour providing structure and there was some awareness of gluten content enabling stretch of dough. The functions of egg and salt appeared to be more familiar with candidates, with binding, sticking or combining together common functions used for the egg and for salt flavour was the most popular response.
- (d) It was disappointing to see that many candidates had not read the question correctly and provided guidelines on how to make pasta rather than how to successfully cook it. This limited accessibility to the four marks available.
- (e) Most candidates were able to access at least 1 mark out of the three available, with more able accessing more marks. Named examples of ways of adding flavour to fresh pasta during cooking for example add a tomato sauce, or during serving e.g. garnish with grated parmesan cheese, or sprinkle with freshly chopped basil demonstrated a clear understanding of the command word.

Section B

Q.2 Bread

- (a)
 - (i) Majority of candidates correctly stated wholemeal bread as having the most energy value per serving size.
 - (ii) Wholemeal bread was correctly stated by most candidates.
 - (iii) This was a data response question. It was well answered by most of the candidates. Some candidates incorrectly referred to the macro nutrients protein and carbohydrates or vitamin B.
 - (iv) Many candidates demonstrated an awareness that wholemeal bread uses the wholegrain and gained one mark. Few candidates accessed the second mark, with responses repeating the stem of the question.
- (b) The majority of candidates accessed both marks available by stating bread is a popular commodity due to it being versatile, easy to buy and cheap.
- (c) Many candidates did not recognise or understand the question requirements to provide a cause for the bread rolls being heavy and small and then identify how this could be avoided, or what action could be taken, which meant only two of the four marks available were accessed. Common responses included for a cause; too much flour added but no solution or way to avoid this such as accurately weigh and measure the ingredients was not included.
- (d) Many candidates were unable to access any marks due to not referring to how bread is mass produced by manufacturers. Responses to the question discussed using machinery and equipment but did not refer to this being on a very large scale. More able candidates were able to demonstrate knowledge of production being on a larger scale by including reference to bigger batches, large industrial ovens and the use of big high speed mixing machines.

Q.3 Obesity

- (a) Many candidates struggled to define obesity. Some candidates were able to gain one mark with a basic statement such as obesity is when someone is severely overweight. To gain the full marks candidates were expected to refer to BMI or height and gender.
- (b) This question was accessed by candidates of all abilities with at least one mark being gained. Popular responses referred to Type 2 diabetes, coronary heart disease. Many candidates were able to provide a more developed response explaining in more detail the consequences of conditions caused by obesity.
- (c) Very few candidates were able to access the full four marks available from this question by providing correct information on the differences between the two types of cholesterol. Many candidates referred to cholesterol levels rather than types. There was some recognition of good and bad cholesterol, but candidates were not able to demonstrate knowledge beyond this.

Q.4 Protein

- (a)** Most candidates were able to identify at least one function of protein in the diet. Growth and repair were common responses.
- (b)**
 - (i)** Many candidates were able to correctly state that LBV meant one or more of the essential amino acids were missing.
 - (ii)** Most candidates accessed at least 1 mark by naming a suitable vegan protein food. Those candidates who accessed the higher marks had shown very good application of knowledge by discussing LBV foods such as beans, peas and lentils and explaining protein complementation with added examples.
- (c)** Many candidates managed to list conditions/problems caused by protein deficiency such as stunted growth, brittle nails, wounds not healing but then struggled to gain the second mark due to the response not being developed or explained.

Q.5 Importing Foods from other countries and environmentally friendly food shopping

The balance between addressing the impact of importing foods and then suggesting how a customer can be more environmentally friendly was quite varied. Many candidates were able to discuss the impacts of importing foods from other countries in relation to carbon footprint, air miles, greenhouse gases and CO₂ emissions, but then gave limited suggestions of practical ways customers could be environmentally friendly when food shopping. Whereas other candidates were able to state a wide range of practical ways customers could be environmentally friendly with much less emphasis and solid facts on the impact. Some candidates had not understood the focus of the question and discussed ways to be environmentally friendly in the home. The candidates who accessed the top mark band were able to evaluate and draw conclusions of points made which demonstrated their clear knowledge and understanding.

Q.6 18-Year Old College Student Food Diary

This question was accessible for candidates of all abilities. There were several points to be made regarding the food diary with the amount of clear points being made by candidates varying considerably. Generally, there was a sound awareness that the diet was high in fat and sugar. With examples from the diet diary being used to illustrate this for example cola, biscuits, sausage roll and cheesy chips. The impact of having a diet high in fat and sugar was not always discussed by candidates. Many candidates further analysed the diet in terms of nutritional value for example carbohydrates, protein, calcium, dietary fibre, vitamins and water intake. Many candidates were able to suggest a change to be made to the diet for example remove the mid- morning chocolate bar, but they were then not always able to describe, explain or justify why the change should occur. Some candidates referred to 5 a day for fruit and vegetables, the Eatwell plate, and the recommended 6-8 glasses of water but more candidates would have benefitted from including reference to and discussing the current dietary recommendations and the importance of them when identify changes to the college student's diet.

Q.7 The Cooking of Food

- (a) The majority of candidates were able to identify reasons for cooking food. There was tendency to give the same point in two different ways – kill bacteria and stop you getting food poisoning which prevented full marks being awarded.
- (b) It was clear from most candidates' responses that they had limited knowledge of different methods of heat transference.
 - (i) Many candidates gave conduction as the method of heat transference but omitted contact with the pan or tray, so the meaning of their response was incorrect. With radiation, candidates often talked about electromagnetic waves rather than heat or infrared rays. Overall answers were rather muddled, with few candidates gaining full marks.
 - (ii) Many candidates were able to give a basic description of conduction and gain one mark but then did not name the method for additional marks. Convection was mentioned as a method by many but limited candidates were then able to correctly explain the process.
- (c) Many candidates tended to not answer the question resulting in the loss of marks. Those who attempted it recognised food was placed in boiling water for a short time and then into cold water. There was also some awareness that vegetables were blanched.
- (d) Most candidates accessed at least 1 mark. Those candidates who accessed the highest marks had shown excellent application of scientific terminology and detailed explanations. Common physical changes identified included colour changes, and meat shrinking in size.

Q.8 Cross Contamination When Making a Chicken and Bacon Salad

Many candidates focused on personal hygiene, and the using of contaminated equipment such as knives and boards as the source of contamination. There was a great deal of repetition seen in candidates' responses as sources and methods were often given as the reverse. E.g. raw chicken and salad prepared on the same board so use separate boards. More able candidates were able to organise their answer in a logical order and cover more sources and methods to prevent cross contamination. It was pleasing to see correct temperatures being given for the fridge, core cooking and danger zone as well as the correct colour coded chopping boards for different tasks and foods. There was some confusion by candidates with cooking the bacon and chicken as many thought they would cross contaminate each other so and suggested for them to be cooked separately.

Q.9 Influences cultural and lifestyle changes have had on food choice and availability

It was disappointing to see many candidates did not address the question fully and opted to identify points that were quite generic for any essay question. The majority of candidates provided information about food rules and eating habits when following a particular custom or religion. Vegetarians and vegans were also discussed at times in great detail. Some candidates extended their response by including factors such as age changes and people who had busy lives. The actual changes discussed on food choice and availability were very limited.

Candidates appeared to refer back to other questions on the paper and repeat some of the content already included. A limited number of candidates were awarded marks in the top bands.

Summary of key points

- Literacy is still cause for concern where on times responses are difficult to interpret due to the quality of handwriting.
- Eduqas offers centres the opportunity for learners (full cohort or individuals) to complete the examination using online assessment. This could be a consideration for some candidate as it could strengthen the quality of responses, across all ability levels.
- Reading questions is still a weakness for many candidates. Misunderstanding and choosing the wrong focus is often the reason why candidates are not able to access higher marks.
- Future Candidates would benefit from more examination technique practice and guidance on interpretation of command words used in questions.

FOOD PREPARATION AND NUTRITION

GCSE

Summer 2022

COMPONENT 2 FOOD PREPARATION AND NUTRITION IN ACTION

General Comments

This year again saw a large number of entries and attainment across the full ability range. Non-examination assessment which is internally assessed and externally moderated consists of Assessment 1: The Food Investigation and Assessment 2: The Food Preparation Assessment. These assessments will be based on a choice of 2 Tasks released annually by the board via the WJEC secure website.

Assessment 1: The Food Investigation assessment after September 1st
Assessment 2: The Food Preparation assessment after November 1st

Assessments will change annually and it is the Centre's responsibility to ensure the **live** tasks are undertaken by the candidates.
Please note WJEC Food and Nutrition assessments should not be followed by Eduqas centres.

Due to the pandemic, this year candidates were only expected to complete Assessment 2: The Food Preparation assessment.

The deadline for the submission of samples is always the 5th May. Many centres chose to submit their work electronically. It would help the moderation process if the work was uploaded as a complete document rather than individual pdf files. The majority of Centres had submitted their samples on time, however, a number of centres were late sending their samples which is unacceptable as this delays the moderation process.

Dates and instructions for submitting coursework are available on the WJEC/Eduqas website.

It was pleasing to note that in many of the Centres moderated this year candidates demonstrated a range of good quality work.

All centres received detailed feedback from the 2019 moderation process in the form of electronic reports. It was disappointing to note that the advice given on how to improve the quality of work submitted had not been actioned by a number of Centres. All centres should be encouraged to read their report and follow the advice given.

In most cases FP forms were correctly authenticated by both candidates and teachers. Clear annotations on FP forms help to justify the marks awarded. Eduqas has produced a Food Preparation and Nutrition Mark Sheet, for both NEA 1 (for 2023) and NEA 2, available from the website. If teachers choose to use this and include a mark sheet with the candidate's work they do not have to annotate the FP forms, however, they must still include FP forms with all the marks filled in. There were a number of clerical errors apparent. It is vital a final check is carried out before submitting the final marks online.

Some centres had not applied the correct assessment band of marks to their candidates' work. When assessing work, it is vital that reference is made to the criteria so that the correct band of marks is selected. Where there is more than one teacher in a centre, work from all teaching groups should be standardised internally, to ensure the final assessment reflects a single agreed standard for all teaching groups. The moderation process is in place to ensure all candidates taking the examination are awarded appropriate marks based on the work they have submitted. If further work is requested by the moderator this should be sent as soon as possible to avoid any further delay in the moderation process.

All NEA 2 work should include clear photographs and work should include the candidate's name and number.

Comments on individual questions/sections

Non-Examination Assessment

Assessment 2: The Food Preparation Task

The majority of centres had chosen to complete the Celebrate different Occasions task with fewer choosing the Vegetarian website task.

Section A

Assessment 2 is a major piece of coursework and so it is essential candidates are well prepared. The structure of the task is to plan, prepare and cook **2 dishes and accompaniments** (if appropriate) to meet a particular menu requirement and demonstrate a range of technical skills. From **2023** this will revert back to **3 dishes and accompaniments**.

Candidates should be encouraged to identify and analyse the task at the beginning and highlight the key words. A plan of how they intend to carry out their research helps to focus their research. A good range of research including both primary and secondary sources was evident, including visits restaurants, supermarkets and recipe trialling. Research was not always summarised and used to assist with the choice of dishes. Most candidates had included trialling and testing dishes as part of their research, however, they had not always included photographic evidence of the outcomes. A large number of candidates use this as a practice for the final dishes with no modifications or changes. This should be seen as a process of select/reject or modify and include 4-6 dishes to achieve higher grades. It is useful to include some form of sensory testing in the trial and test stage. Some candidates followed a structured format to carry out their research, this could inhibit some of the more able candidates who should be encouraged to explore many forms of research.

It is important for candidates to write the menu/dishes and accompaniments they are going to make. Dishes should form part of a menu but do not have to be a starter, main and dessert. Accompaniments must be served to access marks in the higher bands and dishes should showcase a range of technical skills. Reasons for choice should refer to the task and how the menu meets the task; refer to the research done including the trials and the customer. Candidates should also consider portion control, how they will present their dishes, making full use of the 3 hours and consider nutrition/cost if appropriate.

Most candidates had included a time plan, which varied in detail. A clear three-part structure should be evident, preparation, main activity and completion/ serving of dishes. Most candidates do not allow enough time for finishing and serving their dishes. Quality points/health and safety points should be included. Time should be in real time and everything, including preparation, must be completed within the three-hour session. Time plans should contain enough detail so that a third party could replicate the dishes.

Section B

Once again there was evidence from many centres of outstanding work, demonstrating excellent technical skills and high-quality presentation. Candidates are to be congratulated on their outstanding outcomes where marks in B5 have been fully justified.

Regrettably there are still centres that tend to award high marks to candidates who have not demonstrated a range of skills in their chosen dishes/accompaniments. Candidates need to focus on how to upskill dishes/accompaniments and focus on the presentation of these.

To access the B4/5 range of marks, candidates should demonstrate that they can produce high quality well-presented food, using the prescribed 3 hours effectively, demonstrating a range of complex technical skills. Interesting accompaniments could provide the additional technical skills that some candidates require. If candidates use standard components, such as dried pasta, readymade bread rolls this will limit their skill level. A skills summary can be found in the Eduqas 'Guidance for Teaching' document available on the website which can be shared with candidates.

Photographic evidence is a requirement of the board and this along with teachers comments justify the marks awarded. A clear colour photograph of all 3 dishes with the candidate's name and number should be included. Although the majority of centres had included photographs, many were too small, unclear, or black and white. Photographs for the whole sample can be submitted electronically to reduce printing costs.

Section C

Candidates again have found this section challenging and often complete mainly descriptive rather than analytical evaluations where they give an account of what they did during their practical making. A number of candidates from some centres showed very good analytical skills. If applicable, teachers can award some marks for this section from other sections of the NEA work.

Although most candidates completed an evaluation of their practical assessment, candidates are expected to evaluate the skills demonstrated in relation to the task, evaluate the sensory properties; considering taste, texture, aroma and appearance including presentation and food styling of the completed dishes. They should suggest improvements and compare the food made by others to their own dishes. Nutritional analysis could have been included by those who chose the vegetarian task.

It is important that the candidates' evaluative comments and the accompanying photographs correspond with the marks awarded.

Summary of key points

Presentation of folders informs readers of the likely quality of the work and candidates should be guided how to set out their work.

For **2023** Task 1 should be set out with the Task at the beginning followed by headings Section A, B and C and include a word count of 1500-2000 words.

Task 2 portfolio of evidence should consist of a maximum of 15 pages, 30 sides of A4 or (A3 equivalent). The work should be ideally presented with candidate's name and number on each page with pages numbered, in correct order and with all relevant headings listed and underlined.

Candidates should be encouraged to write out the task at the beginning for both tasks and highlight the key words.

Eduqas have prepared detailed mark sheets which are available on the website and teachers should be encouraged to use these when assessing tasks to ensure the correct band of marks is awarded. These are particularly useful when awarding marks for practical outcomes.

It is helpful if candidates have prior knowledge of how to carry out the assessments and candidates should be aware of the criteria for assessment for both tasks.

Please note that during the autumn term there will be numerous CPD events available; please check the Eduqas website for more details. There are also some excellent exemplar materials available via the WJEC secure site and new resources are available on the Eduqas open website along with the Teachers Guidance for further support.



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