



GCSE EXAMINERS' REPORTS

FOOD PREPARATION AND NUTRITION GCSE

SUMMER 2018

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

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 AND NUTRITION

Introduction

The WJEC Eduqas GCSE Food Preparation and Nutrition course equips learners with the knowledge, understanding and skills required to make connections between theory and practice so that they are able to apply the principles of food science, nutrition and healthy eating. It is clear that centres, teachers and candidates have worked very hard to meet the rigours of this new course content, which offers depth and breadth across the six areas of content:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation.

There were a range of levels of outcome for candidates, as to be expected with a mixed cohort. This paper contained a broad and varied distribution of marks across the paper, which achieved a good balance of recall, selection, application, analysis and evaluation of knowledge and understanding through short answers and extended writing activities.

The 'ramped' nature of the exam paper and variety of questions styles and command words promoted accessibility to students of all ability levels across the exam paper. Progression and application of knowledge and understanding within the subject area was evident, promoting stretch and challenge opportunities for higher ability candidates.

Marks were scored evenly across all areas of the paper, with effective differentiation.

More centres should make use of scribes or readers or use the on-line examination papers as there were many papers that were illegible.

Command words

Command words inform candidates about how to tackle the question and what they must do with their answer. Centres still need to be aware of the need to prepare candidates for this exam by ensuring that they have a full understanding of the requirements of different question types: name, state, give, describe, outline, evaluate, discuss and explain. Often, candidates had difficulty in achieving the full marks for questions asking for an explanation, because answers were not supported with relevant examples or reasoning. Additionally, some of the technical questions relating to food products and nutritional understanding were incorrect or vague. Centres must focus on technical understanding, to enable candidates to access the higher marks.

Teachers are advised to prepare candidates carefully in the use of the following command words:

- Give, State, Name - These types of questions will usually appear at the beginning of the paper or question part and are designed to ease candidates into the question with a single statement or short phrase for one mark.
- Describe, Outline - These types of questions are straight forward. They require candidates to describe something in detail.
- Explain, Justify - These types of questions require candidates to respond in a little more detail – single statements will not achieve full marks. A valid point should be made and then justified with a linked explanation response.
- Evaluate, Discuss, Compare - These type of questions are designed to 'stretch and challenge' candidates. These questions require candidates to make a well balanced argument, usually involving both advantages and disadvantages.

The short answer questions were very well received. Short, concise answers tended to gain more marks than lengthy responses that were too wordy. Many candidates managed to write at considerable length in this time for the extended writing tasks which was commendable. Candidates are reminded to keep their responses within designated areas where possible and clearly label additional pieces of paper with question numbers.

Section A

1. (a) All candidates attempted the question with most candidates gaining all three marks.
(b) A good range of raising agents was identified, with yeast, bicarbonate of soda and baking powder being the most popular answers.
(c) Two accurately named bread products and their country of origin were generally widely known. Sliced white bread and brand named breads (Hovis, 50:50) were inaccurately identified, rather than the actual named multicultural bread product.
(d) Protein, carbohydrate, calcium and vitamin E were the most popular answers, with good understanding evident across the candidate cohort and a range of accurate answers.
(e) Most candidates achieved two marks, identifying the conditions that affect the fermentation process when making bread, however the linked description proved to be challenging and answers tended to focus on the speed of fermentation rather than the activation of the yeast.

Section B

2. (a) All candidates attempted the question with most candidates gaining one mark for red meat.
(b) All candidates attempted the question with most candidates gaining one mark for sodium, iron or calcium.

- (c) (i) All candidates attempted the question with most candidates gaining one mark for chicken.
 - (ii) All candidates attempted the question with most candidates gaining one mark for beef.
 - (d) Explaining protein quality proved to be a challenging question, with many candidates able to reference the functional use of protein (growth, repair, maintenance) but some had difficulty when linking to biological value and essential amino acid content.
 - (e) An excellent range of shaping and forming processes were accurately named by the cohort with particular reference to practical work undertaken during the GCSE course.
 - (f) This question performed exceptionally well, with all candidates achieving many marks for an accurate description that focussed on the effects of cooking meats. Descriptive references to coagulation, maillard reaction, sensory changes and food safety were coherent, relevant and focussed on personal experience in the food preparation area.
- 3.**
- (a) The term vegan, was widely known with accurate references to strict vegetarian, objecting to the use of animal products due to moral, cultural issues.
 - (b) The impact of veganism on food choices and nutrition generated some mixed responses. From simplistic answers focussing of the lack of variety in the diet, to many excellent answers that showed application and understanding linked to nutrition and food choice were seen, including complimentary proteins, nutrition for vegan children, commercial egg replacers, cost implications and the widespread use of soya products for HBV protein.
- 4.**
- (a) Many candidates answered this question correctly, showing clear knowledge of macro and micro nutrition and their differences.
 - (b) Some confusion existed between respiration and photosynthesis, with the latter being the correct answer which proved challenging for many candidates.
 - (c) Good understanding was evident of three consequences of a diet high in sugar on health and well-being, with obesity, tooth decay and type 2 diabetes being the most popular answers. Regrettably some inaccuracies existed linked to coronary heart disease, stroke and cholesterol, and centres would be advised to ensure future candidates are secure in their knowledge of the relationships between nutrition and diet.
 - (d) This question offered varying responses but generally only some candidates were able to provide the differences between soluble and insoluble fibre and discuss their impact on health. Vague references to digestion or fibre being dissolved was evident. Good answers were concise and focussed on the two groups of fibre, their source, function and implications for good health.

5. (a) Excellent answers focussed on dairy, cow's milk and an inability to break down lactose due to insufficient lactase being produced. Named symptoms were also a popular way of securing marks for this question.
- (b) A good range of answers with alternative ingredients and the change justified in relation to the dietary need for the milk shake product was evidenced by candidates.
- (c) Candidates secured a very good range of marks for their answers, with widespread sensory descriptions of the changes that take place during the natural decay of fruit. Structural changes, enzymic browning, oxidation and decomposition were popular answers. Lengthy descriptions linked to sensory changes were particularly impressive, and there were a comprehensive range of descriptors evidenced including mushy, soft shrivelled, leathery, wrinkly and mushy. The loss of water and subsequent shrinkage of fruit, including browning reactions was widely seen from the cohort.
6. (a) This question was mostly answered well, with kilo calories or joules being popular, including abbreviations.
- (b) A good range of coherent answers that focussed on the intake of energy consumed and expenditure of energy used secured two marks when linked to the term 'energy balance'.
- (c) Many candidates were able to stretch their knowledge and discuss with clarity the reasons why individuals have different requirements for energy. Purposeful examples supported thoughtful answers, and it was pleasing to read answers that were articulate and analytical.
7. (a) This question was answered very well, with candidates accurately naming three factors that affect microbial growth.
- (b) The importance of handling and storing high risk foods correctly offered a broad range of answers that showed good application of knowledge referencing the prevention of cross contamination, personal hygiene, date marks, food deterioration and food poisoning. Candidates showed excellent practical understanding of basic hygiene principles and procedures. Simplistic answers linked to personal hygiene and food hygiene were generally listed or bullet pointed by lower achieving candidates. However, where candidates considered the use of these procedures to make food safe to eat by eliminating the risk of cross contamination and food poisoning through the reduction of microbial growth or natural decay, it was possible to access the full range of marks.
- (c) This proved to be a challenging question. For some candidates, they misread the question and focussed on the harmful nature of mould and bacteria. For others, knowledge was limited. In the best answers, candidates were able to confidently discuss the use of mould in blue veined cheeses and the use of bacteria in the manufacture of yogurts and cheeses plus the desirable sensory attributes or relevant health benefits.

8. The answers seen were mostly concise and well answered, with candidates confidently focussing their answers on the legal and voluntary information found on food labels and how this informs and protects the consumers. Many candidates had well-structured answers that were supported with relevant examples and good written communication. For some lower achieving candidates, a simple plan and bullet pointed answers, meant they were able to achieve some marks, however, it is important to note that an evaluation had to be evident to access the top marks range.
9. This question performed really well, with candidates displaying a widespread understanding of the current environmental issues linked to food shopping. Buy local, farmers markets, fair trade, over packaging, grow your own, controversial date marking, over use of bulk buying, managing waste, pesticide use and plastic bags were popular discussions to an impressive range of answers that showed thorough knowledge and the ability to identify and explain realistic and achievable ways to show environmental awareness when shopping for food.

General comments

Based on performance on this paper, candidates and centres are offered the following advice:

- Effective study skills and good exam technique will give you the confidence to perform well in the exam.
- Exam stamina is essential – read the whole exam paper before you start, so you can see where the marks are allocated.
- Proof read your answers and check facts.
- Describe/explain type question require candidates to support answers with examples and linked responses in order to access the full range of marks available.
- There should be enough space provided in the question paper for your answers. Always plan your answers carefully and if you need more space, use additional sheets.
- If you use additional paper, annotate this in the margin next to your answer and then continue onto additional paper.
- Draft the extended writing answers carefully to ensure you present a balanced answer for discuss and evaluate questions.
- Revise thoroughly and use internet revision sites or subject related textbooks to check your knowledge and understanding.

In the first year of this qualification, centres have made very good progress with the delivery of the GCSE Food Preparation and Nutrition specification, and have a good understanding of the requirements of the GCSE course, thus allowing their candidates to access the full range of marks available.

WJEC Eduqas is committed to high quality bespoke training for centres and teachers. Please see the web-site for further information on ways we can support the delivery of this qualification in schools.

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COMPONENT 2 – FOOD PREPARATION AND NUTRITION IN ACTION

Administration

This is the first year of the new GCSE qualification and it was pleasing to see the large number of entries and attainment across the full ability range. The majority of Centres had submitted their samples by the 5th May deadline, however, some Centres were late sending samples which is unacceptable as this delays the moderation process. Dates and instructions for submitting coursework are available on the WJEC/Eduqas website.

In most cases the FP forms were correctly authenticated by both candidates and teachers. Clear annotation by most centres aided the moderation process. Teachers' annotations on the FP forms are very useful to show moderators where and why the marks have been awarded.

Some centres had not applied the correct assessment band of marks to their candidates' work. When assessing work it is vital that constant 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 that the final assessment reflects a single agreed standard for all teaching groups. The moderation process is in place to ensure that all candidates taking the examination are awarded appropriate marks based on the work they have produced. 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.

There were a number of clerical errors apparent. It is vital that a final check is carried out before submitting the final marks online.

A number of centres submitted the work for moderation electronically and this is acceptable as is submitting one copy of generic photographs for the cohort. All photographs should include the candidates name and number.

All centres will receive detailed feedback from the moderation process in the form of electronic reports to centres.

The options for each Eduqas assessment will be available 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.

The 'Guidance for Teaching' document, sample assessment material on the Eduqas website and CPD days are valuable resources to assist with the delivery of this new Specification.

Non- Examination Assessment

Assessment 1: The Food Investigation Assessment.

This was a new type of assessment for both teachers of legacy subjects and candidates so it was pleasing to see some excellent investigations carried out. The food investigation is a controlled task which should be completed independently by each candidate. The candidates should be familiar with how to conduct an investigation, how to create a hypothesis and the importance of research, planning and evaluating tasks before they carry out the investigation. It is good practice to ensure the candidates have prior knowledge of the assessment criteria. The initial presentation of the folders informs the reader of the likely quality of the content therefore candidates should be guided how to set out their work. Structured headings are advisable as this can establish clear thought process.

Section A

The investigation into the possible ways of reducing or replacing sugar in cakes was more popular than the investigation into preparing, cooking and serving vegetables to retain their nutritional content, colour and texture.

Candidates who had written out the task and began their investigation by analysing the task had a clearer understanding of what was required. A good range of research was evident and had been collected from a range of sources. Research had not always been referenced or commented upon. Research findings should be discussed in detail to access higher band marks.

Plans of action were evident, however, often lacked sufficient detail. A comprehensive plan should be included providing sufficient detail to enable the investigation to be completed. All candidates had produced hypotheses; however, they should be just a short succinct prediction of the outcome and not include explanations.

As this is a food investigation it is expected that candidates can not only use appropriate food science terminology but also demonstrate their knowledge and understanding of the working characteristics and functions of the ingredients selected in their investigations which was not always evident.

Section B

This investigation is not assessing practical skills, it is assessing application of knowledge and the ability to analyse and evaluate.

The criteria for assessment can be covered and high marks can be gained from conducting just one carefully planned experiment with a control and 4-6 variables. Investigations were often limited as artificial sweeteners and sugar alternatives rarely featured in the experimental work in the sugar task. When carrying out investigations it is expected testing would include the retention of nutrients in the vegetable task for example using strips to test for Vitamin C. Candidates should be encouraged to show innovation and not produce work which is all the same.

A range of tests had been carried out to include both sensory preference tests and feedback from peers. Results were well presented using a range of formats including tables, star diagrams and ranking preference tests. By including further testing for example measuring outcomes (height and density of cakes), colour comparison charts and nutrition profiling candidates would have more data to discuss and evaluate.

Photographic evidence had been included in most candidates work; however, this had not always been annotated and should show all stages of the investigation. It is important that candidates demonstrate knowledge and understanding of the working characteristics, functional and chemical properties of the ingredients selected during the investigation and this is evidenced by the decisions made.

Section C

When writing a conclusion, candidates need to refer to their research findings, plans of action and predictions which have been set out in Section A and this is why a task analysis and plan of action are so important. The ability to use this information together with detailed findings in the results section enables the candidates to evaluate the outcomes in detail showing a clear in depth understanding of the task. Most candidates were able to focus on the sensory results of their individual practical experiments and wrote a conclusion based on the overall success from a personal point of view. Not all candidates made further suggestions on how to develop their investigation.

This assessment should be between 1500-2000 words which includes just written text; not labelling on tables, charts and bibliography. A word count must be included at the end of the work. An appendix is not recommended as photographs, charts and graphs can go in the main body of the work as it's regulated by word limit not page allowance.

Assessment 2: The Food Preparation Assessment

It was interesting to note that both tasks were completed by large number of candidates.

Section A

Assessment 2 is a major piece of coursework and so it is essential that candidates are well prepared and guided how to approach it. The structure of the task is to plan, prepare and cook **3 dishes and accompaniments** (if appropriate) to meet a particular menu requirement and demonstrate technical skills.

It is beneficial for candidates to analyse their task at the outset as this enables them to have a clear understanding of what they need to do. The importance of the key words 'young chef competition', 'showcase regional produce' was often ignored. Candidates should be encouraged to explore their topic in depth, using a wide range of research techniques. This can then be summarised and used to make appropriate choices.

Trialling and testing dishes should be included as part of research. This should be seen as a process of elimination and selecting and not a practice of the dishes to be made. It is expected 4-6 dishes will be trialled. The three dishes chosen should form part of a menu: it does not have to be a starter, main and dessert. When selecting suitable dishes it is important that the main ingredients reflect the task and reasons for choice fully justify how the choice relates to the assessment task. Valid reasons can include availability of ingredients, technical skills, presentation, time management, sensory attributes, suitability, and nutritional information if appropriate.

Plans of action should contain enough detail so that a third party could replicate the dishes. A clear three part structure should be evident: preparation, dovetailed tasks and completion where the final serving of dishes and washing up are included.

Section B

Many Centres completed outstanding work this year, demonstrating excellent practical skills and high quality presentation and candidates should be congratulated on their outstanding outcomes where marks in B5 have been fully justified.

It is regrettable that because Centres often work in isolation, teachers do not have the opportunities to see the wide variance of high quality practical work completed in other Centres and therefore tend to award high marks in relation just to candidates in their own Centres where perhaps their own top candidate has produced an acceptable range of dishes but with limited skills. A skills summary can be found in the Eduqas 'Guidance for teaching' document available on the website and should be shared with the candidates.

To access the B5 range of marks, candidates should demonstrate that they can produce high quality well-presented food, using the prescribed 3 hours effectively and demonstrating a range of complex technical skills. Interesting accompaniments to the three dishes could provide the additional technical skills that some candidates require. Photographic evidence is a requirement of the board and a clear photograph with the candidates name and all three dishes with accompaniments should be included. Photographic evidence along with the teacher's comments justifies the marks awarded.

Section C

Candidates found this section challenging and completed mainly descriptive passages. Although most completed an evaluation of their practical assessment and some commented on their skills, a greater focus on reviewing the technical skills, presentation and food styling is required. Some candidates had included sensory evaluations, but many evaluations were simply accounts of what the candidates did during their practical making. There were few links to the set task where candidates discussed the 'Young Chef Competition', 'Regional produce' or 'Children's menus'.

Candidates are also required to make a comparison between their own dishes and other candidates' dishes, a similar restaurant dish, a ready-made dish sold in a supermarket or even one made by a parent. It is important that candidates' evaluative comments and the accompanying photographs correspond with the marks awarded. Costing and nutritional analysis should only be included if relevant to the task.

The folio of evidence should consist of a maximum of 15 pages 30 sides of A4 or (A3 equivalent) and include all photographs, charts and graphs. Work should ideally be presented with the candidate's name, number and centre name on each page. The pages should be numbered to ensure the correct amount of pages are included and in the correct order. It is recommended that the folio of evidence is secured with a treasury tag.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk