

EDUQAS GCSE Food Preparation and Nutrition 9-1

Questions and answers in relation to Assessment 1 released September 1st 2017

15% total qualification

General questions:

1. What is included in the word count?
Just the written text; not labelling on tables, charts, bibliography, etc.
2. Is an appendix allowed?
It 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. The word limits were set by the regulators.
3. Will templates limit the grade?
I have never recommended templates/proforma for learners above grade C (Level 5) but it depends if they are electronic or paper based. Electronic still allow learners the opportunity to go in their own direction. Setting grade boundaries will be based on quality, not the format of how evidence is presented.
4. Are learners allowed to undertake some secondary research outside the classroom unsupervised and put it into note form to then access them in a controlled exam setting for typing up?
We would hope learners do some "thinking" and research at home in preparation but they need to write up, or produce their evidence electronically from their notes in your presence.
5. Re: the candidates' research. This has to be in classroom controlled conditions, but this limits their access to a wide range of secondary resources? Please would you clarify what is permitted?
They can do secondary research out of the set hours but it must be written up in the classroom environment using the notes they've got with them. The regulators produced new information last week on what constitutes different levels:
<https://www.gov.uk/government/publications/grade-descriptors-for-gcse-9-to-1>.
6. If students cannot get access to IT facilities at school can they type up at home? This is on the proviso that they have completed all work in draft within school?
Yes but it's the teachers responsibility to check work that comes back in is identical so there are no mal-practice issues. I recommend you take a photocopy before they take it home, then check on return in WP format.
7. Some teachers believe they couldn't ask students to provide ingredients for experiments. Is there anything official teachers can present to SLT to get funding for this part of the GCSE as it is a compulsory part of it?
It's up to the centre to decide who pays for the ingredients used, but in my mind this is no different to carrying out experiments in science and learners do not have to pay for this. I could respond saying something along these lines to an email if that would help?
8. Some teachers are having issues with timetabling space for both NEAs (Non-Examination Assessment). Some SLT have therefore been responding with 'it isn't an exam so no timetabling is required' etc. Any thoughts? I don't suppose the name will change, will it?

That's a shame and may be detrimental to results if the time is not made available. We cannot change the name as this is what the regulators insisted upon. The 3 hour slot for NEA2 is mandatory so they have to give you this time on block. Again, I can respond to an email that could be shown to SLT highlighting that overall results could be affected if learners don't achieve success in NEAs.

9. Can evidence be hand written or does it have to be done on a computer?
Either is acceptable, evidence can also be submitted electronically or in written format in May 2018.
10. Do teachers have to store NEA assessment 1 in a secure area?
Yes, the same controls as for the legacy qualifications for both assessments.
11. Can students do the experiments in groups as long as their write up is individual?
Eduqas guidance has always been that conducting experimental work for a "live" task cannot be group work. Everyone must make individual samples for themselves; otherwise the change of person making the sample becomes a change in the variables.
12. Number of experiments / hypotheses / investigations /samples:
 - i). How can you make every pupil hypothesis different? Can some be the same?
You can't as it's their individual work, some are bound to be the same which would be acceptable; you know your learners so would know if there was a mal-practice issue.
 - ii). Can there be a separate hypothesis for each experiment rather than one to cover all experiments?
If that's what the learner chooses to do, they would still be able to access marks for this in Section A.
 - iii). Do the students have to complete 3 or 4 investigations? There seems to be some conflicting guidance.
There is no set number as can be seen in the exemplars produced within the guidance for teaching and CPD packs March 2017.
This assessment is not assessing practical skills (AO3) it is assessing application of knowledge (AO2) and ability to analyse and evaluate (AO4); hence learners must have carried out an adequate amount to give them the opportunity to analyse data, comment and draw conclusions. Possibly it would be less confusing if learners' interpreted what they have to do as the experiment rather than think of each sample as a different experiment?
I recommend at least 4 samples are made in addition to the control, as a broad benchmark, to access the full range of marks.

Remember the 8 hours is recommended not mandatory, but that doesn't mean anyone who is given longer is more likely to gain more marks.
 - iv). How many variables are learners supposed to test e.g. if for example they were looking at different fats in cakes and hypothesise that butter is the best would we be expected to test just several different types of fats in cake and then out several tests on the cakes to determine which is the best?
It's up to the learners whether they focus on one ingredient or more, and of course the wording in the brief. **The brief is the main driver.**

At CPD we have suggested at least 4 tests plus controls are carried out to allow learners to access the full range of marks, but these could be changing one variable e.g. fat type in pastry, or more than one variable, fat and flour in pastry, possibly once the best fat has been identified to take work further.

I anticipate higher end learners will explore changing more variables than lower end, e.g. lower end may just changes ratios of ingredients; higher end may change ratios and ingredients.

The tasks have been written to allow learners flexibility, remember this is an individual task so ideas and outcomes produced may well vary between learners.

I want learners to be able to show innovation and not produce work which is all the same.

v). Are the number of investigations linked to the grade boundaries?

Grade boundaries will be set according to the quality of the work not on the number of samples/ experiments etc.

I do not want to say a distinct number for a level as that is very prescriptive and I feel learners need to have freedom to explore as they feel meets the needs of the task.

vi). If experiments go wrong can pupils re do them?

Yes it's only the 3 hour session for Assessment 2 that can only be a one-off attempt.

vii). Do students write out each experiment (sample/test) if they say reduced sugar in one experiment, then used substitutes in another experiment etc... So they end up writing a method and results and conclusion for each?

I recommend a composite plan of action which includes all samples to be made, then individual write ups for all the outcomes, is trialled as a possible format when the learners carry out practice tasks. However when carrying out the "live" tasks learners must not be penalised if they follow a different format as it's their own individual work, so as long as the approach provides them with the required evidence and addresses the mark scheme criteria that is fine.

viii). Is it okay for class peers to give feedback on each other's samples?

Yes, this is expected as part of collecting data to comment on in section (c) this will also further address A04.

Current resources

13. The assessment 1 Sample A 2017 ...is this a TRUE example? ...it contains 1 experiment with 6 variables as opposed to 4 experiments?

Yes, if it wasn't what we are expecting it would not have been given out as an example. It's all about interpretation, 1 overall experiment where 6 samples are made as part of the experiment allows learners to access available marks and fits in with what has been recommended.

However, I am sure we will see different interpretations that will also allow learners to achieve. The briefs are very open to allow learners to demonstrate individuality when showing application of knowledge.

Further information and new exemplars will be made available at CPD October 2017, places may be booked via the website <http://www.wjec.co.uk/teachers/teacher-support/index.html>.

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