



GCSE EXAMINERS' REPORTS

FOOD PREPARATION AND NUTRITION GCSE

SUMMER 2019

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FOOD PREPARATION AND NUTRITION

GCSE

Summer 2019

PRINCIPLES OF FOOD PREPARATION AND NUTRITION

General Comments

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. 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.

Centres are continuing to make very good progress with their teaching and learning activities in Food Preparation and Nutrition. The delivery of knowledge, understanding and skills for a wide range of ingredients, components, materials and processes in the course continues to show improvements in student outcomes in all areas of the specification.

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

Distribution of marks across all areas of the paper shows effective differentiation across the paper. More centres made use of online test (Surpass), word processing, scribes or readers and the number of scripts that were illegible was greatly reduced this year. It is essential that candidates are made aware of the necessity to write neatly with a clear and legible black (hand writing) pen. Centres are asked to remind candidates the space made available for giving the answer has been specifically designed for how much writing is needed to gain maximum marks, and it is clear that many centres are heeding this advice.

There were a range of levels of outcome for candidates, as to be expected with the 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.

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

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. Where candidates had difficulty in achieving the full marks for questions asking for an explanation, it was 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 with a statement and a linked description or maybe an example to support their understanding.
- 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 fair better than lengthy responses that were too wordy or in deed went beyond the space for answers. Many candidates managed to write at considerable length in this time for the extended writing tasks. However, some of the answers were not focussed on the question. Relevance rather than length is the key to accessing higher marks. Candidates are reminded to keep their answers within designated areas and clearly label additional pieces of paper with question numbers and where they are continuing the answer.

Comments on individual questions/sections

- Q.1 (a) All candidates attempted the question with most candidates gaining all four marks.
- (b) A good range of safety rules when shallow frying fish were identified, with trying hair up/hairnet/wearing an apron linked to oil splash being the most popular personal safety rule. Other excellent answers included references to minimising haze, smoke and fire by controlling the heat. Cautionary references to amount/type of fat and use of the frying pan with due diligent references to handles, use of the hob and answers relating to splatter guards, use of tongs and laying the fish away from you.
- (c) Two accurately named methods of heat transference were generally widely known.

- (d) Marinade, tenderising meat using a mallet, deboning meat, rubbing seasoning into meat flesh and reference to dicing meat into smaller pieces to increase surface area were the most popular answers, with good understanding evident across the candidate cohort and a wide range of accurate answers being given.
 - (e) Most candidates achieved at least one mark linked to the advantage of using a microwave oven when preparing family meals. Quick/fast/healthy/easy were the most popular answers however the linked description proved to be challenging and answers tended to focus on how busy the family were, rather than describing the advantage. High level responses included references to it being a cheaper method of cooking as it uses less fuel than a conventional hob/oven as cooking time is shortened.
 - (f) Describing one effect of cooking on the nutritional value of foods was generally well answered with most candidates achieving at least one mark. Complex references to loss of water soluble vitamins in moist methods of cooking was well understood by candidates, and pertinent references to frying adding fat to foods or grilling decreasing fat content due to melted fat were successful answers.
- Q.2
- (a) All candidates attempted the question with most candidates gaining one mark for 6-8 glasses of water per day.
 - (b) This question performed well with widespread understanding of the importance of water in the diet. Most popular references included hydration, controlling body temperature and aiding digestion.
 - (c) Generally a well attempted the question with most candidates gaining one mark with either protein or omega oils. The linked response faired really well and candidates were able to coherently add a relevant function to their answer to gain the second mark.
 - (d) Explaining two reasons why a third of our daily intake should be based on starchy carbohydrate proved to be a challenging question for some. References to being filling or adding bulk (fibre) to the diet to satisfy hunger were examples of good answers, and it was pleasing to read relevant health links to fibre aiding digestion by increasing transit time or preventing constipation, or starch contributing 3.75Kcal per 1g as a good source of energy.
 - (e) This was the first of the extended writing questions, and it was really pleasing to see candidates across the ability range tackling this question with confidence. Relevant links to CHD, obesity, type 2 diabetes and secondary links to hypertension, cancer and mental health issues such as depression and low self esteem were coherent and well thought out answers. Where references to cholesterol, HDL and LDL and saturated/unsaturated fats were referenced, this elevated the answer into band 3. I was particularly pleased to also see references to fat as a macronutrient and its value in the diet when eaten in moderation.

- Q.3 (a) Generally well answered by most candidates, however a common error was referencing calcium or carbohydrates.
- (b) This question performed exceptionally well, with all candidates achieving many marks for an accurate explanation that focussed on the reasons why people may choose to buy eggs from free range poultry. Accurate references to outdoor life, normal feeding/pecking/roaming routines, sensory characteristics, supporting local farmers and moral views were coherent, relevant and focussed on personal experience in the food preparation area.
- (c) Functions of eggs when making baked products focussed mainly on foams, aeration, glazes, thickening, coagulation and enriching properties of eggs. Accurate references to relevant personal experience in the food preparation area was utilised well with high regard to named recipes and techniques. Band 3 answers tended to extend knowledge into using the yolk or white as well as the whole egg, and there were many super answers that showed very good food science.
- Q.4 (a) The use of safety standards for GM foods showed improving understanding of the ethical and environmental issues linked to mutation, cross breeding, disease and contamination leading to the long term risks.
- (b) Explaining the use of one safety feature found on packaging for food products generated some mixed responses. From simplistic answers focussing on the ingredients label to prevent allergies or date marks to prevent food poisoning. Excellent answers showed application and understanding linked to tamperproof packaging that included tamper evident seals to prevent contamination, holes in plastic bags to prevent suffocation.
- (c) Candidates could tackle this question in a multitude of different ways to access the ten marks, and the examining team saw a wide range of relevant and accurate answers that focussed on the role of food packaging to ensure food remains in prime condition for the consumer. This question focussed on three areas of the specification including food spoilage, how to store foods correctly linked to appropriate covering /packaging of foods and also preservation. In the main candidates were able to discuss the functions of packaging with some authority; focussing on the functions to protect, contain, store, preserve, convey information, H&S as well excellent references to named materials and their uses including plastic, cardboard, paper, metal, polystyrene, glass and other specialist packaging materials such as oven able paperboard, modified atmosphere packaging.
- Q.5 (a) Mostly accurate responses were given, although vague references to appearance, look, see, flavour were not responses that could access available marks. Sight, sound, smell, touch were the key words required for the marks.
- (b) Candidates secured a wide range of marks for their answers when discussing factors that influence food choices. Good understanding was evident of special diets, nutrition, personal preferences, social aspects of food choice linked to events, special occasions as well as endorsements, marketing, advertising and the impact of social media on food trends and innovation.

- (c) Explaining the role of sensory evaluation in food production generated varying responses that referenced how it is used and why it is used. Good answers were concise and focussed on different types of sensory tests and the merits of customer feedback or trialling linked to food product development. For band 1 answers, candidates tended to focus on attributes of named descriptors for food products (chewy, soft, crunchy, bland) rather than linking these to the role of sensory evaluation.
- Q.6 (a) The success of definitions varied enormously for food provenance, food security and sustainability with a wide range of accurate and misunderstandings. It would serve centres well to ensure candidates are able to define key words given in the specification.
- (b) An impressive range of articulate, coherent and well structured answers focussed on minimising food waste when buying and cooking foods. Personal experience, current environmental concerns and ethical stances made lively, well balanced answers with indicative content focussing on writing shopping lists, portion sizes, date marks, FIFO, food banks, 7R's and composting.
- Q.7 Assessing how a refrigerator can be best used to store food successfully was written as a low access, high challenge question for this later stage of the paper. The importance of storing high risk foods correctly offered a broad range of answers that showed good application of knowledge referencing the prevention of cross contamination, food hygiene, date marks, food deterioration and food poisoning. Candidates showed excellent practical understanding of basic hygiene principles and procedures. Low ability candidates tended to focus on minimising cross contamination, zone storage, temperature control and stock rotation with relevant examples of foods to support their understanding. Band 3 answers demonstrated very good application of food storage and safety with discussion focussed on realistic and achievable uses of refrigeration. Accurate named temperature control, micro-organism growth, over packing and relevant linked responses to pathogenic bacteria in named foods showed depth and breadth.
- Q.8 The answers seen by the examining team were mostly concise and well answered, with candidates confidently focussing their answers on the nutritional needs of different groups of people linked to named nutrients, source, function and deficiencies/excess. Many candidates had a well structured answer that was supported with relevant examples and a good written communication. For some weaker candidates, a simple plan and bullet pointed answers, meant that they were able to achieve marks with their concise, accurate answers, however it is important to note that a discussion had to be evident to achieve all the marks.

Summary of key points

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

- Revise carefully, remembering practice makes knowledge permanent.
- 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. Plan your time linked to the mark allocation – big mark questions need more of your time.
- The command words (give, state, name, describe, explain, evaluate, assess) tells you how to answer the question and what to do with your answer.
- Proof read your answers and checks facts.
- Describe/explain type question require more practice. Candidates must support their answers with examples and linked responses in order to access the full marks available.
- There is 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.
- Familiarise yourself with the format of the data responses questions and practice these type of questions regularly.
- 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.
- Make sure your hand writing is legible.

In the second year of exam, 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 contact the subject team for further information on ways we can support the delivery of this qualification in schools.

FOOD PREPARATION AND NUTRITION

GCSE

Summer 2019

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.

The deadline for the submission of samples is the 5th May. 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 the majority of Centres, moderated this year all had a better idea of how to carry out NEA 1 and NEA 2 with candidates demonstrating a range of good quality work.

All centres received detailed feedback from the 2018 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 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.

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

Comments on individual questions/sections

Non-Examination Assessment

Assessment 1: The Food Investigation Assessment

This is still a new type of assessment it was pleasing to see an increasing number of excellent investigations carried out. As this is a controlled task, candidates should be encouraged to show innovation and not produce work which is all the same.

Section A

The majority of Centres had opted to carry out the 'Fats used in pastry' task with only a few centres choosing the 'Setting agents' task.

Candidates who had written out the task, highlighting the key words, and began their investigation by analysing the task have a clearer understanding of what is required.

A good range of research was evident and had been collected from a range of sources including websites on the internet, textbooks, TV programs, recipe books and class notes. Research was not always referenced, commented on, or the findings discussed in detail which is required to access higher band marks.

Research must be relevant to the task. For the pastry task candidates would be expected to research suitable fats used to make shortcrust pastry including butter, lard, solid vegetable fats, spreads, margarine and other possible variables, to investigate their sources, structure and functions as well as the ingredients and method for making shortcrust pastry along with expected outcome for a perfect pastry.

For the setting agents candidates would be expected to research a range of setting agents used to make chilled desserts including gelatine, agar, pectin, chia seeds, acid, eggs, Starch and other possible variables, their sources, uses and how they can be affected by other ingredients.

Plans of action were included, though some still lacked sufficient detail to access full range of marks. 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.

Section B

This investigation is not assessing practical skills and a complete product is not expected. The criteria for assessment can be covered and high marks gained from conducting one carefully planned experiment with a control and a minimum of 4-6 variables. Some candidates tried to over complicate the investigation by carrying out several experiments. The control needs to be clearly stated and the variables should be either fats or setting agents. The selected control recipe should be a recognised and trusted one. For a shortcrust pastry investigation, the basic proportions of half fat to flour are recommended, without the introduction of an egg or sugar. Some centres had chosen to use a range of commercially made shortcrust pastries as their control recipe for their investigation; this appears to be an ideal option but in fact, such products are standard components with added ingredients. Using a tried and tested home-made recipe would provide a fairer test against which to make comparisons. Small quantities of the recipes are all that is required.

A wide range of tests had been carried out including sensory preference tests, feedback from peers, colour comparison, measuring outcomes before and after cooking, viscosity tests and snap testing. This gave candidates more data to discuss and evaluate. Results were generally well presented using a range of formats including tables, star diagrams and ranking preference tests. It is important that all results are clearly labelled to explain what has been tested. Photographic evidence had been included in most candidates' work; however this had not always been annotated and should show all stages of the investigation not just the final results and be in colour if possible.

It is important that candidates demonstrate knowledge and understanding of the working characteristics and function properties of the ingredients selected during the investigation. Candidates are expected to discuss which fats add flavour, which give a short crisp texture. An explanation of terms such as shortening, dextrinization, coagulation, and gelatinisation is expected to achieve higher band marks.

Section C

Lower band candidates found this section challenging and may need further guidance. 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. They should include any further developments that may be considered. Candidates also need to justify their findings and the reasons for the success or failure of the ingredients selected to trial, and suggest further experiments and improvements, which should relate purely to the investigation of fats/ setting agents and so adding flavourings such as sugar or changing the flour is totally irrelevant.

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. This was missing from several candidates' work and some candidates had exceeded the word count.

An appendix is not recommended as all work can go in the main body of the work.

Assessment 2: The Food Preparation Task

The majority of centres had chosen to complete the Street Food task with fewer choosing the lacto-vegetarian brief.

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 **3 dishes and accompaniments** (if appropriate) to meet a particular menu requirement and demonstrate a range of technical skills.

Candidates should be encouraged to identify and analyse the task at the beginning and highlight the key words. Very few candidates made reference to planning for their own event. A good range of research including both primary and secondary sources was evident, including visits to Street food markets. 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 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 in relation just to candidates in their own centres where perhaps their top candidate has produced an acceptable range of dishes but with limited skills.

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.

The presentation of street food does not have to be served restaurant style. Centres could have served one portion of each dish in packaging as street food and another on a plate to demonstrate good food styling.

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.

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 Lacto vegetarian task and costing may have been appropriate for the Street food 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.

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 folio 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.



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