



GCSE EXAMINERS' REPORTS

GCSE EDUQAS FOOD PREPARATION AND NUTRITION

AUTUMN 2020

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GCSE

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FOOD PREPARATION AND NUTRITION

General Comments

All candidates used the traditional method of completing a hard copy paper. The exam paper was accessible to all candidates, the majority of whom attempted to answer almost every question. Given the unusual 2020 circumstances some candidates performed well.

Comments on individual questions/sections

Section A

Q.1 Visual stimuli question: Choux Pastry

- (a) All candidates were able to access some marks.
- (b) All candidates correctly demonstrated knowledge of at least one pastry ingredient.
- (c) Most candidates were able to identify at least one cause of errors when making choux pastry.
- (d) The majority of the candidates were unable to explain the science underpinning the browning action of baked products. Many stated that the foods go brown – which is in the rider/question. The key terms needed to support the candidates' responses include dextrins, dextrinisation, caramelise, carbohydrates and dry heat.
The knowledge candidates usually gain in practise NEA 1 and live NEA 1 will assist them in answering such a question.
Hopefully some teaching and learning can still take place on this for summer 2021 even though NEA1 will not be undertaken.
- (e) Most candidates gained at least 1 mark for this question.
- (f) Most candidates were able to identify at least one food safety rule required when storing fresh cream éclairs.

Section B

Q.2 Healthy eating:

- (a) All candidates accessed at least 1 mark. Many candidates made statements such as 'the bread supplies carbohydrates' or 'ham gives protein'. To gain the higher marks the candidates were expected to link the food given in the meal deal with a nutrient and the body's need for that nutrient.
- (b) All candidates were able to state at least one method of how to encourage a child to eat healthily. To access the higher marks it is expected that the response given included the reason 'why' children should be encouraged to develop healthy eating patterns at a young age. Many candidates did not link eating unhealthy foods with future potential health issues.

Q.3 Heat transference and cooking methods:

- (a) The majority of candidates were able to identify the methods of heat transference.
- (b) Most candidates were able to use clear sensory descriptors to compare the differences between poached fish and fried fish.

Q.4 Wheat and flour:

- (a) The terms macro-nutrient and micro-nutrient seemed to confuse some candidates because a significant number of candidates gave opposing answers i.e. a named macro-nutrient identified as a micro-nutrient.
- (b) Many candidates were able to correctly identify at least one benefit of eating wholegrain cereals. A common error given was 'they are healthier/healthy'. The expectation is that, to access marks, the candidate should be able to qualify such a statement.
- (c) Very few candidates understood the term 'extraction rate' thus the descriptions given by many were incorrect.
- (d) Many candidates were unable to state what gluten is but were able to identify those people who should avoid eating gluten. The majority of candidates were able to identify at least one gluten free cereal grain.
- (e) Some candidates gave a clear description of the sensory qualities of products baked using gluten free flour.

Q.5 Meat:

- (a) Most candidates accessed at least 1 mark. Those candidates who accessed the highest marks had shown excellent application of their nutritional knowledge by describing both the positive and negative health issues of including meat in the diet.
- (b) The majority of candidates were able to identify a non-animal meat replacement.
- (c) Many responses lacked the detail required to achieve the 4 marks available. Many candidates tended to focus on the fact that vegetarian alternatives are now available.
- (d) Many candidates tended to not answer the question resulting in the loss of marks. It is imperative that candidates focus on the key words within the question to be able to answer the question with accuracy.

Q.6 British food fortnight:

The majority of candidates were able to recall facts relating to using foods produced in Britain however, many did not then evaluate the benefits to the grower/producer, retailer or consumer. The evaluation of the points made would have demonstrated their knowledge and understanding of the issues around local produce. Some candidates were able to discuss the environmental impact of using local/national sourced items. A number of candidates appeared to not understand the focus of the question and wrote about food at a festival/street event.

Q.7 Food additives and packaging:

- (a) The majority of candidates did not state the correct answer.
- (b) Very few candidates were able to identify the vitamin that is added to margarine and spreads.
- (c) It was clear from most candidates' responses that they lacked knowledge of why antioxidants are used in the food industry.
- (d) Most candidates focused on one type of packaging material or nutritional/allergy labelling. The question was worth 8 marks and these candidates limited the marks that could be awarded to them. It is very important that candidates qualify the factual statements written. To access the high band marks the candidate should make references to both the requirements of the food manufacturer and retailers using clear examples to support their statements.

Q.8 Food safety:

- (a) All candidates were able to identify a food poisoning bacteria.
- (b) Most candidates accessed the full 3 marks.
- (c) Nearly all candidates were able to access at least 1 mark. Common errors included miscommunication of freezer temperatures and repetitively stating freeze this dish or that dish for future use; without qualification. Many candidates focused on freezing food to use at a later time and freezing helps prevent food waste. Both points needed qualifying and further discussion to access the higher band of marks.

Q.9 Food manufacturers' and retailers' communication via technology and social media:

The majority of candidates were awarded low to medium band marks. In part, as with previous questions the candidates often made good statements but then neither qualified their points nor evaluated the different types of communication equipment and platforms. Many responses focused just on one platform or one personal IT device. Those candidates who achieved the mid to higher band marks tended to relate their points to a real-life situation demonstrating some understanding of the topic by including a benefit to either the manufacturer, retailer or the customer.

Summary of key points

- Candidates should ensure they can identify the key words in the set question. Understanding these key words would be a help in extending their writing.
- Candidates need to practise extended writing questions so that they know that one sentence answers are unlikely to illustrate their knowledge and understanding of the subject.
- If candidates were made fully aware of the meaning of the question command words their knowledge of how to approach the question will improve which will enable them to access the higher band of marks.



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