



LEVEL 3 PATHWAYS

PRINCIPAL MODERATORS REPORT

FOOD SCIENCE AND NUTRITION (QCF)

JANUARY 2015

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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Unit Statistics

The following statistics include all candidates entered for each unit, whether or not they 'cashed in' for an award. The attention of centres is drawn to the fact that the statistics listed should be viewed strictly within the context of this unit and that differences will undoubtedly occur between one year and the next and also between subjects in the same year.

Unit	Entry	
1	14 candidates	3 centres
2	12 candidate	2 centres
3	2 candidates	1 centre
4	No entries	
5	2 candidates	1 centre

General Comments

The number of centres undertaking or planning to undertake this QCF qualification is encouraging and it was very pleasing to see some entries being made this series.

Centres and individual teachers are to be congratulated for their hard work and their commitment to the rigour of this new qualification.

Moderators found it helpful to have samples submitted in a loose leaf format, hole-punched with treasury tags rather than stapled or in heavy binders. (This will also reduce postage costs for future cohorts.) Please ensure the work can clearly be identified when mark record sheets are removed for internal purposes.

The quality of marking and assessment by centres was generally in line with WJEC criteria and agreed by the moderators. Please refer to the centre feedback for specific advice regarding your own centre.

Please also refer to Principal Moderators Report, summer 2014, as the cohort entered for summer 2014 was larger, consequently there is additional feedback that will benefit teachers undertaking or considering undertaking this course.

Centres are encouraged to annotate the assessment criteria directly on to candidates' work; this is not only helpful for moderation but also for teacher assessment.

For May 2015 entry, please use updated the Mark Record Sheet (*amended to include centre name and number details*) which is available on the website.

Current status of level 3 Food Science and Nutrition

Level 3 Food Science and Nutrition (QCF) current specification has been included on the 2017 performance points.

The last award for this qualification will be summer 2017.

Level 3 Food Science and Nutrition (new) reformed specification has been included on the 2017 performance points.

The first award for this subject will be summer 2017.

<http://www.wjec.co.uk/qualifications/food-science-and-nutrition/food-science-and-nutrition-level-3.html>

This qualification will be submitted to UCAS in April 2015, the results of the submission will be communicated to centres via the E mailer service, and the open website.

LEVEL 3 FOOD SCIENCE AND NUTRITION (QCF)

January 2015

UNIT 1 – PLANNING TO MEET NUTRITIONAL NEEDS

Principal Moderator: Beverley Wigmore

Task 1: Analyse the profiles of the individuals and identify their current and future specific needs.

Task 2: Produce a three week nutritional strategy for the individuals, including a three day dietary programme.

Task 3: Justify your plans in relation to fitness for purpose.

Work presented for moderation this series showed clear application of knowledge from the subject content to the given task.

Centres that demonstrated excellent practice had obviously allowed candidates to gain experience of applying knowledge to given scenarios throughout their delivery and this practice is to be commended.

The majority of centres had analysed the diets and nutritional requirements of Ian and Rhiannon in the required depth for the levels awarded. Candidates also demonstrated an understanding of how these requirements could change, thus enabling them to access the higher mark bands.

Suggested long and short term goals and menus were appropriate and demonstrated sound knowledge of food sources.

Centres are recommended to encourage candidates to include an analysis of any diets proposed using a computerised nutrition programme. The nutrient intake can then be discussed against the GDA (guideline daily amount) and related specifically to the needs of Ian and Rhiannon.

AC1 .4 “Assess how food production methods impact on nutritional value”. Generally this is not covered as well as other components. Many candidates tend to focus on just cooking methods rather than industrial processing – freezing, extending shelf life, preserving and fortification.

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UNIT 2 – DEVELOPING PRACTICAL FOOD PRODUCTION SKILLS

Principal Moderator: Fiona Dowling

Task 1: Plan for the skills test, emailing your requirements to the hotel.

Task 2: Prepare, cook and present your menu.

Task 3: Evaluate your menu and your efforts; present your outcomes to the *interview* panel.

Centres had attempted to address the required criteria but it needs to be remembered that the written evidence is an essential requirement of this unit and must support the final grade awarded. Written work was generally presented in a logical and orderly manner.

Some candidates were able to interpret the brief well and in most instances the practical skills were executed showing some progression from Key stage 4.

Teacher annotation was variable but where it was included it enabled the moderator to see clearly how the final grade given had been determined.

Good practice showed candidates ‘setting the scene’ and giving reasons for choice for their chosen dishes/recipes prior to emailing their requirements to the hotel.

Colour coded orders of work demonstrated good practice that is highly recommended, as is breaking down the order of work into three main parts: mis en place, main section (with timings and special points) and completion.

It would help candidates to be able to transfer knowledge to unit 3 if time plans could be laid out as follows:

Time	Critical control points	Action	Quality control
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Two copies of the order of work could also be produced in order to more easily address AC4.4: ‘communicate ways to adapt food production plans’. Centres may wish to consider encouraging candidate to annotate one copy of the original time plan and attach this as evidence in the appendix. This could then also be discussed as part of the evaluation sections.

Evaluations were completed in written format but centres could also consider conducting an ‘interview’ where candidates are given the opportunity to vocalise their views. Written evidence could then include feedback from this session, views of others and the candidates own opinion.

Please note: Colour photographs showcased the level of attainment attained by candidates, but if centres wish to reduce costs, WJEC will accept the work and photographs electronically.

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UNIT 3 – ENSURING FOOD IS SAFE TO EAT

Principal Moderator: Jillian Bryant

Task 1: Produce a food safety risk assessment for Easy Eats at the music festival.

Work submitted for moderation was appropriate to address the assessment criteria for the levels awarded.

Candidates, who demonstrated a thorough understanding and clear application of subject content to the given scenario, were able to access the highest attainment level.

Good practice evident was the inclusion of a Staff food safety guidance booklet, in addition to a chart and supportive written materials.

This gave candidates the opportunity to access the higher assessment criteria, as it ensured the AC4.1 and AC4.2 assessment criteria were met.

Task setting: “There are 8 hours available for assessment of this unit”. Centres need to be mindful of this when planning for this assessment as in some cases the amount of work submitted appeared excessive for the time allocation of the task.

“The tasks are all coherently related to the applied purpose”. Candidates are encouraged to show application of knowledge (AC1.2, AC1.3) to the scenario.

Candidates work needs to be supported with a bibliography and sources referenced.

Again, centres are encouraged to allow candidates the opportunity to produce risk assessments throughout the GLH for this Unit.

Good practice would be to interlink topic areas/environments to the delivery of Units 1 and 2.

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UNIT 4 – EXPERIMENTING TO SOLVE FOOD PRODUCTION PROBLEMS

There were no entries for this unit.

UNIT 5 – CURRENT ISSUES IN CONSUMER FOOD CHOICE ASSIGNMENT

Principal moderator: Jillian Bryant

Limited work was available for moderation of this unit this series.

The candidates who did submit entries had selected suitable topic areas and had attempted to address some of the criteria required for this unit.

To ensure all assessment criteria is addressed and the work 'flows' candidates should be encouraged to present the work in the format suggested in the unit specific teachers guidance. Best practice is for candidates to set out plan in table form as it allows for amendments, additions and monitoring to be recorded by the candidate & to be clearly visible to the marker/moderator. (AC1.2) Candidates are also required to show evidence of designing primary research tools for use in their investigation. (AC3.2). The investigation needs to culminate in a written report (should allocate 4 hours) as a result of the analysis of the chosen current issue by the candidate in order to address Assessment criteria AC4.1 & AC4.2.

Exemplar materials

CPD resources from summer 2014 are available on the secure web site.

Resources from the 'launch' meetings are available on request from

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Subject Officer

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Subject Support Officer

Sign up to be kept informed via subject page

http://issuu.com/wjec_cbac/docs/wjec_food_science_eng