



GCSE EXAMINERS' REPORTS

**GCSE (NEW)
FOOD AND NUTRITION**

SUMMER 2018

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<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

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UNIT 1 - PRINCIPLES OF FOOD AND NUTRITION

Introduction

This was the first opportunity for centres to enter this new qualification. It has been encouraging to see many centres offer this specification and hopefully the number of candidates entered will continue to grow. The outcomes and work submitted indicates that candidates across the full range of grades are being entered.

1.
 - (a) Most candidates were able to correctly identify the rubbing in method.
 - (b) Most candidates were able to correctly determine the function of ingredients used showing a clear correlation between practical knowledge and written justifications.
 - (c) Many candidates could recall knowledge to correctly identify an ingredient that would be suitable for a sweet or savoury scone. There were a disappointing number of responses such as 'jam' as a suggestion for an ingredient to add to the mixture.
 - (d) Some candidates were clearly able to recall knowledge from practical assessments in the classroom and could clearly identify processes. Drawing on knowledge from practical lessons is still an area for development for some candidates.
 - (e) This question offered varying responses, with the main characteristics focusing on the change in texture and flavour. It was pleasing to read some candidates explaining nutritional changes. Candidates still need practice in explaining their responses in full, rather than listing with little or no explanation.
2.
 - (a) This question was answered very well.
 - (b) This question was answered very well.
 - (c) This question offered varying responses. Too many candidates offered changes that were changes to the recipe rather than changes to lower the fat content of the cheesecake, which allowed for limited marks to be awarded.
 - (d) This question was answered very well. Candidates correctly identified the link with the example recipe and lactose intolerant.
 - (e) Many candidates responded well to this question making clear links to processes practiced in the kitchen. Popular responses included over whipping and or under whipping.

3.
 - (a) Many candidates were clearly able to state a correct fruit but disappointingly many were unable to state the correct classification.
 - (b) The use of fruit in recipes was clearly a popular topic for many centres and this question was answered reasonably well.
 - (c) Many candidates were able to provide suggestions to prevent what they had clearly identified in part (b).
 - (d) This question was answered very well with many candidates clearly identifying interesting ways in which fruit can be included in the diet. Pleasingly many candidates discussed their responses clearly identifying a balanced judgement on suggestions.
 - (e) This question was answered reasonably well. It was clear that candidates understood the question and could clearly relate to the many varieties of processed fruit now available. Some candidates were able to evaluate their suggestions with an analysis of strengths and weaknesses for some of the suggestions. In order to access band 3 of the mark scheme, candidates are required to clearly discuss and evaluate reasons given. Some candidates missed opportunities to extend analysis on this question.
4.
 - (a) Varying responses provided for this question. Some candidates were able to clearly identify the difference between a macro and micro nutrient. Where candidates scored poorly there was a clear lack of nutritional knowledge.
 - (b) Some candidates were able to correctly identify a macro nutrient and state a role. However, there were many responses that focussed on a micro nutrient or food type rather than the correct name of a macro nutrient. This is a fundamental part of the specification and candidates should be able to recall knowledge of nutrition as stated in the specification.
 - (c) This question was answered very poorly. Many candidates were unable to recall and apply knowledge of complimentary nutrients. Terminology was lacking and candidates scored very poorly on this section. Nutrition is a fundamental part of the specification and centres must ensure that this is used for planning in order to cover all the relevant criteria. When candidates did respond well, they scored highly with excellent knowledge of nutrients.
5. Many candidates were able to discuss food miles and sustainability clearly assessing the impact on the environment. This topical subject was concluded quite well by candidates with many suitable suggestions for a more environmentally friendly world. It was clear that this was a topic for discussions in many centres. A good attempt from many candidates.
6.
 - (a) Candidates were able to correctly identify reasons for the popularity of chicken as a type of poultry. Popular responses included links to nutrition, versatility and cost.
 - (b) Hygiene and food safety continues to be an area of strength for many candidates. It was pleasing to see so many candidates clearly stating correct temperatures and procedures for handling high risk foods. Clearly emphasising correct practices taking place. Long may this continue.

7. Generally candidates made a good attempt to assess ways in which the consumer and food manufacturer can help towards a zero waste nation. Many candidates were able to recall on knowledge from processing and packaging with popular responses including recycling, reusing and reducing the use of unnecessary packaging.
8. Generally this question was answered very well with many candidates producing well-structured responses. Candidates were able to select and recall knowledge of healthy eating and correctly identified ways in which diet and lifestyle choices can reduce the risks of CVD. Many candidates were able to recall sound healthy eating practices and even link to healthy cooking methods. In some cases candidates had been well trained to plan their responses in order to access higher marks. Where candidates scored well, responses were well balanced and demonstrated excellent analysis and evaluation linked to diet choices.

General Comments

- Centres are reminded that this examination is available on-line in addition to a paper. Electronic papers are very accessible to all learners especially those who struggle with writing skills.

Contact e-assessment@wjec.co.uk for more information.

- More candidates are attempting to answer all questions which is encouraging. Clearly centres are using past questions as part of exam preparation. However responses from candidates need to be concise.
- It was pleasing to see a number of candidates draft a plan to help construct a good discussion for the longer response questions in particular question 8. This should continue to be encouraged by centres as it strengthens the candidate's ability to focus on the key words.

Guidance for Centres

- Continue to familiarise candidates with examination technique practice sessions and guidance on interpretation of command words used in questions.
- Refer to the specification to ensure all topics are delivered in the schemes of learning to enable learners to gain a greater depth of knowledge.

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UNIT 2 – FOOD AND NUTRITION IN ACTION

Administration

Thank you to the centres that submitted their coursework to the moderator early; this aids the moderation process greatly. Some centres submitted work well past the deadline for submission - please be reminded that the deadline for submission of coursework is the 5th May, and this date does not change annually. Marks should be entered online via the secure system in good time to enable the work to be with the moderator by 5th May.

The portfolios of work should be submitted in accessible, A3 or A4 plastic folders, with the candidates' name, number and centre number clearly marked as a header or footer on each page of work submitted. The FN cover sheets should accompany each candidate's work but need not be stapled onto the work. Once these cover sheets are removed, the moderator must be able to easily identify each piece of work. Please avoid submitting work in Polly pockets.

The FN cover sheets must be authenticated by both the candidate and teacher, but this was not always evident. This year the purpose of this is to declare that the work submitted has been produced independently by the candidate throughout both tasks. Annotation of the FN cover sheets by teachers greatly assists the moderation process and many centres provided this; we would encourage that all centres follow this good practice.

Clerical errors have been evident this year. Marks must be double checked to ensure that they have been totalled correctly on the FN over sheets and subsequently transferred accurately onto the secure system. Incorrect totalling of marks could have made the difference in the grade awarded to a candidate, so it is vitally important that all marks are accurate.

The mark scheme for this new specification has been designed to help teachers mark the coursework accurately. Mark bands have been broken down so that once a 'best fit' principle has been applied for marking each section, it is hoped that teachers select the correct mark from that band. Many centres were able to do this, but there were some that did not apply the mark scheme accurately and so were generous with the marks awarded for some sections in both tasks. Sometimes, the annotation that is provided on the FN sheets is useful to the moderator as it can clarify the awarding of particular marks.

Page limits seemed to have been adhered to which was a very good start to this new specification.

Assessment 1 – The majority of centres chose the Shortcrust Pastry option

Research and investigation

The majority of work moderated was very well presented and concise. Candidates were able to research their chosen brief, but to access the higher marks, research on the science of the ingredients and methods to be used must be included in the work. The candidates should provide a summary of their research (to enable the 2000-2500 word limit to be adhered to) and should be discouraged from simply copying and pasting information from the internet. They should be able to analyse the research they have found and use it to draw conclusions that will help them choose the variables for their practical experiments. Some of the research sections seen were very teacher led and appeared to have been completed as a whole class exercise. Whilst this is acceptable and may benefit some lower ability candidates, it may hinder some middle and higher range candidates. An individual summary of what candidates' learnt during their research activities must be provided. Use of sub-headings helps the candidate, teacher and moderator greatly.

Plans of action were completed, but as with some of the research, seem to have been completed as a group exercise and so lacked originality. Variables were provided in most of the work seen, but what many candidates had failed to do was to provide an explanation as to why they were using a particular variable. It is expected that candidates are able to apply the knowledge and understanding they have gained from their research to enable them to justify their choice of ingredients for the experimental section of the assessment.

With regards specifically to the eggs task, candidates could have researched different ways of making meringues, the characteristics of a cooked and uncooked meringue, what happens to the egg white proteins when they are stretched when whisked and how a foam is created. When researching what affects the stability of a whisked egg white, the type of sugar, freshness of the egg and the effect fats and acids can have on the whisked mixture could have been information to research.

For the shortcrust pastry task, many candidates had researched different types of flour, but some had limited this to just wheat flours; the more thorough work contained information about other types of flour as well. Other options for research included describing the characteristics of shortcrust pastry, explaining how flour is made and looking at the science behind shortcrust pastry (rubbing in method, shortening and gluten formation). A few of the folders seen included information about other methods of pastry making and some had researched different fats that could be used – it is important that candidates do not veer away from the task as this can lead to them researching more than is necessary and may lead to the brief being researched too broadly.

Predictions were provided in most of the folders, but not all. A hypothesis must be provided at the end of the research section to help demonstrate the candidates' knowledge and understanding from their research, and to enable them to enable them to discuss whether their prediction was accurate or not in their evaluation section.

Practical

It was pleasing to see the range of different practical investigations that had been undertaken. Between four and six variables seemed to have been completed in the majority of folders seen and this would enable the candidates to gain enough differing results to enable them to discuss their findings in sufficient detail. Any less than this number may restrict what the candidates learn from their experiments and any more may give them too much to discuss. Some centres had allowed candidates to complete two different practical sessions for their experiments – this is fine, but they may also complete all of their experimental work in one session also.

Photographic evidence varied in quality – the more that is included in the folders, the easier it should be for the candidates to annotate and discuss the processes and decisions they are making throughout their practical session.

For the eggs brief, the experimental work could have looked at the results of over whisking the egg whites, the effect fat and different acids have on the stability and possible syneresis after different time intervals, the volume of the mixture after whisking, using a viscosity chart to see if the mixture spreads and looking at how the meringues turned out after baking.

In the pastry experimental work, the candidates could have looked at the size of the pastry discs before and after cooking to see if there was any shrinkage or expansion, height of the pastry before and after cooking to see if it had risen, used a Munsell chart to look at the various colours of the baked pastry and see how crumbly the pastry was after baking. Some candidates had made products such as jam tarts and pies during their practical session – whilst the board understands the reasons why this may have been done, the final results of the pastry may have been affected due to fillings being included in the samples. Some centres had made filled pastry products, as well as cooking sample discs of pastry to use for their results – this is to be commended as good practice for how to enthuse some candidates for the practical work as well as producing tangible results that can be fairly tested.

When discussing the results of the practical experimentation, many of the folders seen included sensory comments but in varying degrees of detail. Some candidates asked peers to rank the results using preference testing which was pleasing to see. Star diagrams were also used, but these are only as good as the key and comments that accompany them – far too many were included on their own with no explanation provided.

Evaluation

The evaluation section generally lacked detail. Many candidates needed to draw more conclusions from the results that they had gathered in Section B. The evaluation section requires the analysis of the results and provide an explanation of what they mean – the evaluation section should not be descriptive. To access the top band of marks, a clear understanding of what the results mean, and the scientific principles involved, should be included, possibly linking back to what had been discovered in the research section. For the egg task, candidates could have discussed the reasons why the meringue wept liquid or why the addition of an acidic ingredient had provided more stability to the whisked and baked meringue. In the pastry task, candidates could have talked about the finished results linked to the crumbliness of the baked pastry linked to the gluten content in each flour and any possible taste and /or texture variations depending on whether they had used different flours (e.g. Gram, Rice, Gluten Free etc.). Where candidates had only used two or three variables, they then did not have enough information gathered from their practical session to discuss their findings in sufficient detail. The hypothesis should be reviewed to see if the prediction was accurate or not – if a hypothesis was not provided in Section A, then this meant that candidates would not be able to include a review of their prediction in the evaluation.

Assessment 2 – the breakfast option was the most popular amongst candidates.

Research and investigation

The research section for this brief should include both primary and secondary research – internet research is not sufficient to access marks from Band 2 or 3. To also access the top band of marks, practical trials demonstrating high or medium level skills need to be demonstrated, with accompanying evaluative commentary. Simply trialling 3 dishes does not necessarily allow access to the higher range of marks. Photographic evidence must also be provided of the trials. It was evident that some candidates had simply replicated the dishes they had made in their trials in the final practical session – the practical trials are not meant to be a practice run for the final practical session, they should be used and a ‘select or reject’ exercise.

Justification for choice of dishes need to refer to the points mentioned in the specification - how the research helped the choosing of dishes, suitability for task, skills and cooking methods to be used and an awareness of cost, provenance, seasonality and air miles in relation to the ingredients to be used. There is no requirement to talk about the nutrients in the dishes – many candidates did but they were unable to gain marks for these comments.

Time plans need to include three clear sections – mise-en-place, cooking and serving. The mise-en- place section tended to be too brief – this section should allow candidates time to complete all of their preparatory jobs prior to cooking. Too many mise-en-place sections simply included information about preparing oneself and collecting equipment and ingredients. The cooking section was completed well on the whole and included dovetailed instructions on how to make the dishes. The serving section was lacking detail in general with a lack of information detailing garnishing and plating up techniques, along with the completion of washing up. The time plan should be sufficiently detailed to enable the candidates to successfully complete their practical session but also enable a third party to replicate the dishes. Simply stating ‘make pastry’ or ‘make custard’ is not detailed enough. Hygiene and safety points should also be included throughout – although they may come as second nature to the candidate during their practical work, it allows the moderator to see that they have an understanding of important hygiene and safety points that need to be adhered to when cooking.

Ingredients lists can be provided separately or weights could be included throughout the time plan, but should be evident in the work to justify the awarding of top marks.

Practical

It was anticipated that the breakdown of marks in the practical section would enable teachers to mark this section more accurately, and for the majority of the sub-sections this was the case. There were some generous marks awarded in the preparation, production and presentation sections.

In the preparation section, it is crucial that reference is made to the skills annexe in the specification when marking the work, and the difficulty, competency and final quality of the skills demonstrated must be considered when awarding marks. The marking tended to be generous when teachers had simply awarded high marks based only on the number of skills demonstrated, and not the points mentioned above.

Good quality, colour photographs are required to moderate the presentation of the dishes made and must be included in all candidates work. To gain the top band of marks, a range of colours, skilful garnishes and accurate portion control are required. Too many candidates were awarded high marks in this section that were not justified when measured against the statements in the mark scheme.

Knife skills – some centres awarding full marks for one skill, which needs to be avoided in the future.

Evaluations

Sub-headings clearly helped candidates complete what is required in the specification for the evaluation section, but a lack of detail was evident to justify some of the marks awarded. Sensory commentary has the most amount of marks available and so should be the most detailed section of the evaluation.

Some centres seem to be requiring candidates to produce a nutritional and cost analysis in their evaluations -these are not required in the new specification and are not credit worthy.

General comments

The reports that are written by moderators are carefully written and a great deal of thought goes into their writing. They are meant to provide support and guidance where needed and provide recommendations about how to improve candidates' work year on year. It is hoped that teachers read the reports and act on the advice given to them by the moderators.

The application by centres in the first year of this new GCSE specification has been very pleasing. I am sure that continued CPD opportunities and exemplar material should help teachers further. Please check the WJEC website regularly for new support materials and resources.

Please be reminded that the briefs change annually, and it is the centres responsibility to ensure that correct 'live' briefs are undertaken. The briefs in Wales (WJEC) are different to those in England (Eduqas).



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