



GCSE EXAMINERS' REPORTS

**GCSE
FOOD AND NUTRITION**

SUMMER 2022

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=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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GCSE FOOD AND NUTRITION

GCSE (NEW)

Summer 2022

UNIT 1 – PRINCIPLES OF FOOD AND NUTRITION

General Comments

A very good number of candidates attempted the majority of questions this series and attempted to apply knowledge and understanding from across the subject content.

The release of advance information had obviously had impact of the amount of question tackled.

It was pleasing to see candidates' responses were thorough and in-depth at times, showing a greater confidence and level in knowledge and understanding.

Candidates were able to recall knowledge and link to their own experiences for some questions, perhaps due to the unusual circumstances of this last year.

A number of candidates were able to draft a plan to help construct a good response 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.

The mark range on the paper covered the whole ability range as you would expect.

Comments on individual questions/sections

Section A

This section was well attempted with nearly all candidates attempting the question. The visual stimuli included aided the accessibility of the questions.

- Q.1 (a), (b), (c)** Many learners were able to access marks for these questions. Where candidates did not access marks, responses were vague and unclear, and not linked to the correct method for making a sauce.
- (d)** Candidates could often refer to the correct uses of sauces and could demonstrate knowledge of problem solving when making a cheese sauce. It was clear that some candidates could reflect on some practical work here.
- (e)** The majority of candidates were able to access marks for this question and offered a range of sensible suggestions.

Section B

- Q.2 (a), (b)** Candidates showed good knowledge and understanding of hygiene and many were able to correctly identify named bacteria along with correctly identifying the symptoms of food poisoning. At times when candidates were not able to access marks, candidates instead referenced high risk food items rather than named bacteria.
- (c)** Most candidates were able to access marks for this question.
- (d)** This proved a challenging question in particular the use of the microorganism mould and its use in food production. This is the first explain question on the paper and it is expected that candidates respond with a little more detail.
- Q.3 (a)** A majority of candidates attempted this question, however, part (a) was poorly attempted with students describing the cooking method rather than correctly identifying the method of heat transfer.
- (b)** Responses were of varying degrees of accuracy for this question. High quality responses were able to correctly state advantages which referenced limited vitamin loss and retention of texture and colour.
- Q.4 (a)** Many candidates were able to apply good knowledge and understanding of food packaging and its use in the food industry. The majority of learners were able to access this question and could clearly identify reasons why food is packaged with common responses including, protection, promotion, and informing customers.
- (b)** This is an evaluate question and it is placed to stretch and challenge learners. At times candidates misidentified the type of Modified Atmosphere Packaging for vacuum packaging. Candidates were however able to evaluate the use of canning well with many candidates accessing marks for this question.
- Q.5 (a)** Given the fact that advance information was provided to centres in advance of the examination, this question was attempted fairly well. Many candidates were able to correctly describe the differences between pasteurised, UHT and dried milk. High quality responses were able to provide examples of each milk and able to demonstrate a depth of knowledge in use and type of milk.
- (b)** This question is designed to challenge candidates. This question required candidates to make a well-balanced explanation of dairy products in the daily diet of young people. Candidates were able to demonstrate an appropriate level of nutritional knowledge with many candidates correctly explain the importance of both calcium and protein well. Less frequent responses included reference to the macronutrient fat and other micronutrients such as potassium and Vitamins A and D.
- Q.6 (a)** Responses to this question offered varying degrees of accuracy. At times candidates' responses were unstructured and lacked focus to discuss the different types of advertising and how advertising can influence food choice. Strong responses provided detailed knowledge of the various types of advertising with popular responses including TV, posters, online advertising through social media and the use of celebrity endorsement and influencers.

(b) Generally, this question was attempted very well with many candidates able to reflect on the worldwide and national current affairs taking place. Many responses were able to articulate the difficulties that families many have in supplying food with many responses making reference to the use of food banks and the rising cost of food.

Q.7 Generally candidates were able to demonstrate a sound nutritional understanding of how a vegan can achieve a balanced diet. There were still instances of responses referencing a general balanced diet and demonstrated limited knowledge of a vegan diet.

Q.8 A very well attempted question with a many candidates offering well-structured responses that were able to select, recall and apply correct knowledge of current dietary guidelines. Strong responses included very good detail against almost all of the sample diet and were able to analyse each in turn discussing potential risks to Dylan's lifestyle. Popular responses referenced the lack of 'five a day', dietary fibre and limited hydration. Many candidates were able to discuss the high sugar and even linked with the complex and simple carbohydrate intake. Many candidates made reference to the Eatwell guide in a positive manner and were able to correctly recall the recommended proportions.

Summary of key points

- Literacy is still cause for concern where on times responses are difficult to interpret due to the quality of handwriting.
- WJEC offer centres the opportunity to complete the examination using online assessment. This could be a consideration for some candidate as it could strengthen the quality of responses, across all ability levels.
- Reading questions is still a weakness for many candidates. Misunderstanding and choosing the wrong focus is often the reason why candidates are not able to access higher marks.
- Future candidates would benefit from more examination technique practice and guidance on interpretation of command words used in questions.

FOOD AND NUTRITION

GCSE (NEW)

Summer 2022

UNIT 2 – FOOD AND NUTRITION IN ACTION

General Comments

After a hiatus of two years due to the pandemic, it was pleasing to be able to moderate centres' coursework again this year. Moderation of coursework is required to ensure that centres are accurately marking the candidates' coursework, but it is also an opportunity to see some of the excellent work that is going on in centres around Wales. I personally have missed this over the past couple of years so it was pleasing to be able to moderate work again, albeit only NEA 2 this year due to the Summer 2022 Adaptations.

This year, centres were able to upload candidates work directly onto the IAMIS system, and a number of centres seized this opportunity. Although there were a few minor technical issues with moderators accessing some of the work due to an uploading/downloading issue, or some coversheets not being included with the work, on the whole the process went smoothly, and I have no doubt that many more centres will use the online submission of coursework as a method of sending coursework to the moderators in future.

The majority of centres managed to submit their coursework samples by the 5th May deadline, and some managed to submit their work early; I must thank the centres that did this. Unfortunately, there are still a few centres that submitted their coursework past the 5th May deadline. This deadline remains the same every year and centres should ensure that the work arrives with the moderator by the 5th May at the latest. Work that is submitted late hinders the moderation process. It is also expected that the FN coversheets are completed for all learners, not just those selected for the moderation sample. This is to ensure that if the moderator requests to see further samples from the centre then the work is ready to be sent, with all the necessary authenticated FN sheets and without delay.

Annotation on the FN coversheets is a valuable aid to the moderator to see where and why marks have been awarded by a centre. It is most certainly appreciated by the moderators, and I must thank all the teachers that take to time to provide this commentary. I would encourage all centres to follow this good practice and provide annotation on the FN coversheets. Many centres are also now using the NEA 2 Practical Marksheet, available to download on the WJEC website, to record marks and comments for the practical element of NEA 2. This again enables moderators to see where marks have been awarded by a centre, but is also helping to ensure that marks awarded for the practical work are fair and accurate. Photographic evidence of the candidates' practical work is a requirement of NEA 2 and the majority of candidates whose work was seen included clear, colour and sufficiently sized images which aided the moderation of the practical work. This is the only time that moderators will get to see the candidates' practical work so centres should use the photographic evidence as an opportunity to 'show off' the practical outcomes.

It was pleasing to see that, on the whole, marking had been accurate. The majority of centres were able to identify the correct mark band and award marks accordingly. There were some centres that were generous with the marks awarded and those centres would be advised to heed the advice provided in the moderator's reports that have been written to ensure that in future the marks awarded are in line with the specification criteria. It is also worth noting that only NEA 2 has been assessed this year.

In previous years, it has appeared that NEA 1 is the assessment that teachers have had more difficulty in marking accurately.

Comments on individual questions/sections

NEA 2 – The Chicken option was the most popular amongst candidates.

Section A – Research & investigation

The research section for NEA 2 should include a range of primary and secondary research. Many candidates are able to do this and it was pleasing to see that less are relying solely on internet research as their main form of research. Not only does this hinder the candidates' ability to access the higher mark bands for this section, but it also limits their understanding of the task. Also, in some of the work seen, candidates had completed the same research activities and the work appeared very prescriptive; candidates should be given a range of possible research choices that they could complete but then be allowed the independence to choose which ones they use. Practical trials were evident in much of the work seen, but photographic evidence must be included of the dishes made. When commenting on the practical trials, a number of candidates had confused the evaluation comments required for the practical trials in Section A with the evaluation comments that are required for Section D. For the practical trials, the only criteria that need to be commented on are the nutrition, skill, cooking methods and sensory qualities of the trial dishes. Any other comments or items included such as recipes, methods or a cost analysis are not credit worthy and a waste of valuable time.

Section B – Planning the task

(i) – Planning the menu

Justification of choice of dishes was included in much of the work seen this year, but there were still some folders where not all the required specification points had been covered. This hinders the candidates' ability to gain the higher marks for this section. As mentioned in previous reports, the use of subheadings should be encouraged to ensure candidates cover the necessary points. Also, some candidates had omitted this section completely or had blended it into Section A – candidates should be advised to keep the justification of the final choice of dishes as a succinct, separate section to enable them to access as many of the 6 marks available for this part of the task.

(ii) – Order of work

Orders of work were pleasing overall, and many candidates were able to include three clear sections (mise en place, cooking and serving), and had dovetailed their tasks and included timings. However, there are still some candidates who do not utilise their mise en place time fully. The mise en place section should be the time where candidates prepare fruit and vegetables, prepare equipment, make doughs (pasta/bread/pastry) or complete any other task that is required before starting the cooking of dishes. Simply allowing five minutes in the mise en place section for washing hands, putting aprons on collecting ingredients and equipment is not sufficient detail. The cooking section was generally well detailed and plenty of hygiene and safety points were included, but future candidates should be encouraged to include key temperatures (where appropriate) in their special points section. The serving section is continuing to show improvement from previous years, but candidates still need to be encouraged to include more detail as to how the dishes are to be portioned, garnished and presented, and the final washing up should also be included in this section.

Section C – Practical

A range of practical skills were evident in the candidates work for Section C. The majority of centres used the NEA Practical marksheet to mark candidates' practical work and it appears to be assisting in the awarding of fair and accurate marks for this section – it also aids the moderation process. The vegetarian/vegan task allowed candidates to demonstrate a wide range of medium and high level skills in their final choice of dishes. For the chicken task, it was pleasing to see a number of candidates use the various different parts of a chicken to make a wide range of interesting dishes. By using one chicken for all three dishes, this not only made the task more economical, but also showcased the different parts of the whole chicken.

Colour photographs are now included in almost all of the work seen, but some could do with being a little larger. Some centres had included colour A4 sized images of the candidate's final outcomes which not only made moderating the practical work easier, but also showcased the candidate's dishes.

There were still some generous marks awarded for the practical section, but these instances appeared to be less in number than in previous years which is pleasing to report.

Section D – Evaluation

Where candidates had been encouraged to use subheadings in the evaluation section, these were the evaluations that tended to achieve higher marks as candidates were able to include more detail in their comments. Some candidates had included costs and a nutritional analysis in their work, but these are not required and are not creditworthy. To enable candidates to access the full two marks for the time management section, they should comment on the mise en place, cooking and serving sections in relation to their timings. For the awarding of the full two marks for the skills section, candidates are required to not only comment on the skills they used making their dishes, but also how well they executed those skills.

Summary of key points

There are still some centres that are sending work in Poly Pockets; please can this be avoided.

Page limits were adhered to on the whole, but please remember that there are page limits for both NEA 1 & 2 and this will need to be remembered next year when learners will need to complete NEA 1 and NEA 2.

There are still some centres and teachers that may be unfamiliar with the marking requirements of this task and WJEC recommends attending face to face CPD events in the autumn and using exemplar material available from the website, particularly as NEA 1 has been reintroduced.

The moderator report, which is available from the secure website, is meant to provide teachers with support and guidance; please take time to read them and use them to support your delivery of the NEA's in future.

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



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