



EXAMINERS' REPORTS

LEVEL 3 APPLIED GENERAL CERTIFICATE AND DIPLOMA IN FOOD SCIENCE AND NUTRITION

(New from 2015)

SUMMER 2017

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FOOD SCIENCE AND NUTRITION

Level 3 Certificate

Summer 2017

UNIT 1 MEETING NUTRITIONAL NEEDS OF SPECIFIC GROUPS

In this first year of the qualification it was encouraging to receive entries for this unit from 75 centres; the majority of which had interpreted the requirements of the Model Assignment for Unit 1 well. In a minority of centres where they had previously delivered QCF Level 3 Food Science and Nutrition there was evidence of some confusion between QCF Unit 1 and Unit 2 within the work submitted for this new specification Unit 1 Model Assignment.

Task 1

General comments

The inclusion of Assessment Criteria 1 covering food hygiene is one of the new elements to this unit of work. The majority of centres recognised its importance and encouraged candidates to introduce some coverage in a written section following on from an interpretation of the task.

See below for more detailed guidance for each AC4 section, which should enable centres to further guide future candidates successfully.

AC1.1 Explain how individuals can take responsibility for food safety.

AC1.2 Explain methods used by food handlers to keep themselves clean and hygienic.

AC1.3 Explain methods used to keep work areas clean and hygienic.

To access mark band 3, for **AC 1.1; AC1.2; AC1.3; AC1.4**, candidates should explain with clear and detailed reasoning how individuals can take responsibility for food safety; methods which explain how food handlers can keep clean and hygienic; methods used to keep work areas clean and determine a range of risks to food safety.

An example of good practice as seen by use in some centres has been: Evidence for these criteria included in;

- The written work at the beginning of Task 1.
- Recorded on the production plan in the mise-en place section; Critical Control Points column; which as well as identifying hazards includes explanation/analysis.
- Answers to interview questions.

AC5.1 Interpret recipes for complex menus.

Many candidates were able to clearly demonstrate that they could interpret recipes by choosing complex dishes which met the requirements of the target group from the Model Assignment on which they had decided to focus. The majority of candidates did use an email format to detail their requirements for the practical session and this is the preferred way of evidencing this section. Candidates should be encouraged to complete their shopping list in a composite format rather than for each course/dish.

AC5.2 Plan production of dishes.

All candidates showed evidence of planning but with varying degrees of detail. Higher ability candidates produced some excellent production plans; with evidence of complex dishes being dovetailed in respect of preparation; cooking & presentation. The majority of these candidates also ensured their plan facilitated the coverage of **AC1.1 AC1.2 AC1.3 AC1.4 AC6.3 AC6.7**.

Suggested action point taken from all centres moderated are as follows:

Centres should encourage candidates to introduce their task with a brief written explanation showing understanding of the requirements of the Model Assignment. Evidence of good practice was observed where candidates followed this with some written explanations related to **AC1.1 AC1.2 AC1.3**. The inclusion of generic notes is to be discouraged candidates need to keep a clear focus on the task.

A small number of centres included excessive amounts of introductory writing; this is unnecessary and to be discouraged. Some centres approached the format in a similar way to GCSE Catering, meaning folders included research task details as part of the introduction, this is not in keeping with this Model Assignment and should not be encouraged, as the strict 9 ½ hour time limit is necessary to compose the production plan complete the skills test and evaluate ensuring the coverage of all the Assessment Criteria.

A detailed reason for choice relating to the aesthetics of chosen menu is not mentioned on the Performance Band Criteria. Whilst the inclusion of some sensory comment may support justification it is important to ensure that its inclusion is not at the expense of the required Assessment Criteria for the Task. Where candidate had included nutritional information higher Mark Banding could be agreed.

AC1.1 AC1.2 AC1.3 Some candidates produced a safety manual. This does not meet the brief and students should select their dishes and discuss the hygiene and safety requirements linked to the menu choices. The learning aid would be a useful learning activity prior to the assessment.

AC5.1 It is anticipated that candidates will have been introduced to a range of advanced preparation and cooking techniques during the delivery of the course. Guidance regarding appropriate level three skills can be found on the WJEC open website > resources for teachers > Unit 1 Practical Skills dishes.

Some candidates made reference to recipe trialling please note that whilst candidates may wish to “practice” their dishes independently and outside the teaching and learning environment, this should not be included in the strict assessment time. Once the Model Assignment is introduced to the candidates there should not be the opportunity for candidates to “practice” their dishes. It would be encouraged, as part of the curriculum, for practical skills to be perfected during specific skills based lessons (e.g., pastry work, meat cookery, sauces, setting of desserts and so on). The Model Assignment is a summative assessment and is to be conducted over 3 consecutive sessions (i.e., Planning, Preparing and Evaluating), with minimal teaching time in between each of these sessions.

There is no requirement for a research plan or research into local food suppliers; analysis of local restaurant menus. Whilst an interview with a local chef; is a valid way of obtaining information about meal planning. This is something which could have been done during the delivery of the course not within the ‘time limit’ of the Model Assignment.

AC5.2. General feedback is that candidates could develop production plans to include a more detailed section for the mise-en-place tasks; (enabling them to address elements of **AC1.2 AC1.3**).

The inclusion of critical and quality control point columns will enable learners to address (**AC1.4**) and also document how they are going to ensure quality of materials (**AC6.3**) and in particular showing the presentation of dishes is considered (**AC6.5**). This can then enable the candidate to effectively facilitate a discussion in evaluative comments; demonstrate understanding in the interview.

The advanced preparation; cooking and presentation skills which are a requirement of Task 2 should be evident in the production plans to support comments made on the Observation Record Sheet about these having been witnessed.

It is not the intention that methods for each dish are submitted separately as production methods and quantities required will have been written into one detailed production plan; 'dovetailing' the preparation; cooking; presentation of each dish along with health and safety considerations. An example of good practice as seen by use in some centres has been where production plans have been set out in table form; with distinct headings and colour coding of dishes. All elements of the practical skills test should be planned for and completed within the allocated 3hrs 30 mins.

Task 2

General comments

This section showed sound attainment for the majority of candidates. The Observation Record Sheet is an important document; it is anticipated that the assessor will complete this in detail in order to evidence level of skills demonstrated throughout the practical task. It would be assist the moderation if a list of dishes being prepared was included on the Observation Record Sheet.

Candidates worked hard to demonstrate technical skills during the skills test. Distinction candidates were able to demonstrate a good range of technical skill demonstrating finer vegetable cuts such macedoine and brunoise, boning whole chickens, filleting fish; veloute sauces, vegetable turning, interesting and accomplished vegetable accompaniments, making cheesecake bases from scratch, chocolate decorations, sugar spinning and so on. Distinction candidates were seen to present their dishes from their menu to a high end restaurant standard.

The highest graded candidates were seen to use the standard recipes as a starting point and then apply their own take on the dishes, distinction candidates demonstrated a broad range of technically challenging tasks together with accomplished presentation techniques; teacher annotation was also essential to confirm flavours were appropriate and balanced and that working practices demonstrated by the candidate were also to a high standard. In order to assist with the moderation of the final outcomes a large coloured image of the completed menu is valuable to verify the marks awarded.

See below for more detailed guidance for each **AC4** section, which should enable centres to further guide future candidates successfully.

AC6.1 Use tools in preparation of commodities.

Evidenced by assessor as having been observed during the practical skills test on the Observation Record Sheet. Candidates will have shown knowledge of requirement for specialist tools in their email outlining their requirements for the practical skills test.

AC6.2 Use advanced techniques in preparation of commodities.

If appropriate to the brief encourage candidates to offer a soup with particulates, rather than pureed, as this gives the candidate the opportunity to demonstrate higher skills.

When preparing dishes using commodities e.g. chicken higher performance banding can be achieved if the candidate bones and joints the chicken and uses portions in their recipe. Similarly when working with fish removing their own fillets is a higher order skill.

AC6.3 Assure quality of materials to be used in food preparation.

This should be evident from candidates production plan and evidenced by assessor has having been observed during the practical skills test on the Observation Record Sheet.

AC6.4 Use advanced techniques in cooking of commodities.

AC6.5 Present cooked complex dishes using advanced presentation techniques.

Candidates need to be encouraged to cook for and present two covers to meet the requirements of the allocated specific group. Chosen dishes need to show case use of:

- Three advanced preparation techniques
- Three advanced cooking techniques
- Complex presentation skills

It was encouraging to see use of chocolate/sugar work to enhance the presentation of chosen dessert options.

For guidance on the teaching of advanced techniques/complex presentation skills please refer to WJEC website.

AC6.6 Use food safety practices.

This should be evident from candidates production plan and evidenced by assessor has having been observed during the practical skills test on the Observation Record Sheet.

AC6.7 Monitor food production.

Consider how candidates can address this. This needs to be more explicit in the candidates' evaluative comments. One way to consider this would be to encourage candidates to annotate their original production plan. An example of good practice as seen by use in other centres has been the addition of another column to the plan for the recording of modifications changes made during the practical. This would strengthen AC6.7 as these annotations could then be discussed during the controlled evaluation task.

Suggested action point taken from all centres moderated are as follows:

Candidates appear to have been credited for practical skills demonstrated outside of supervision. Assessor Information; WJEC Approach to Assessment; Model Assignment; Supervision; 'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks.

In order to assist with the moderation of the final outcomes a large coloured image of the completed menu is valuable to verify the marks awarded. Good practice observed in some centres is where candidates also include colour photographic evidence of each completed dish.

Photographic evidence of process/technique is not a requirement as these skills can be authenticated in the Observation Record Sheet. However, where this was submitted it highlighted very good practice.

AC6.7 It is not necessary that candidates redraft their production plan. The intention is that the production plan is completed during the planning session prior to the Skills test. Re: **AC6.7** “monitor food production plan” – the candidates need to provide evidence as to how food production plans are monitored throughout the process; an example of good practice as seen by use in other centres has been the addition of another column to the plan for the recording of modifications changes made during the practical. These annotations could then be discussed during the controlled evaluation task.

Task 3

General comments

A few centres completed this task exceptionally well and candidates underwent an interview to support the written evidence which had been produced in the 3 hrs allocated time limit for this task. More able candidates produced sound well-structured evaluations demonstrating the application of the required Assessment Criteria when evaluating the dishes from the menu which they had produced. It was good to see student responses to interview questions submitted in support of the candidates’ written work enabling higher Mark Bands to be met. However, for many centres task 3 was clearly the most challenging and some candidates were not able to access the higher Performance Bands due to lack of understanding; application of nutritional knowledge and information to the target group.

All candidates should be encouraged to ensure that when evaluating their dishes that there is a direct correlation between the Assessment Criteria for Task 3 to their chosen dishes and how they meet the needs of the specific group for which they have been planning. Detailed sensory analysis of finished menu is not mentioned on the Performance Band Criteria. Whilst the inclusion of some sensory evaluation may support evaluative comment it is important to ensure; given the strict 3 hours’ time limit its inclusion is not at the expense of the required Assessment Criteria for the Task.

Costing is not mentioned on the Performance Band Criteria so candidates do not have to include this.

Candidates appear to have spent time working on detailed sensory evaluations this is not mentioned on the Performance Band Criteria whilst some evaluative comment may support justification it is important that its inclusion is not at the expense of the required Assessment Criteria for the task.

Candidates need to be encouraged to respond to the command word on each of the Assessment Criteria. On their own a list of generic issues is not sufficient to achieve the higher Mark Band Performance Criteria.

See below for more detailed guidance for each AC4 section, which should enable centres to further guide future candidates successfully.

AC1.4 Analyse risks associated with food safety.

AC2.1 Explain how nutrients are structured.

Diagrams of nutrient structure could be used to assist candidates to give a clear and detailed explanation.

AC2.2 Classify nutrients in foods.

Candidates need to identify main and secondary sources. links with the case study and practical assessment are required.

AC2.3 Assess the impact of food production methods on nutritional value. Generic references should be avoided; discussion should be applied to the choice of dishes selected and relevant cooking methods. Students should consider the loss and gain of relevant nutrients caused by the cooking processes.

AC3.1 Describe functions of nutrients in the human body. Functions must be identified and explained often students missed this out. Reliance cannot be in the interview alone. Students should consider the functions of the nutrients and relate these to the clients identified within the case study.

AC3.2 Explain characteristics of unsatisfactory nutritional intake. Focus should be on the target group in the assignment. Encourage candidates to link nutritional deficiencies to those of Western cultures of 2017.

AC3.3 Analyse nutritional needs of specific groups. Focus should be on the target group in the assignment.

AC3.4 Assess how different situations affect nutritional needs.

AC4.1 Evaluate fitness for purpose of diets.

AC4.2 Calculate nutritional requirements for given individuals. Nutritional requirements for the target group need to be calculated. Candidates may have access to nutrition analysis software to enable them to analyse and discuss the nutritional suitability of their menu to their target group.

Suggested action point taken from all centres moderated are as follows:

AC1.4 Consider how this could be evidenced in candidates work as candidates are asked Analyse risks associated with food safety if this is included on the production plan this would then facilitate the candidate being able to discuss this in the written element of Task 3 and supporting interview.

AC2.1 AC2.2 AC2.3 AC3.1 AC3.2 AC3.3 AC3.4 AC4.1 AC4.2

The key element is the avoidance of the inclusion of generic notes. Candidates need to be encouraged to demonstrate application of nutritional knowledge of the Assessment criteria which is closely related to the target group.

AC2.3 When evaluating their menu candidates need to assess how the food production methods which they have used have impacted on the nutritional value of their dishes. How production methods of commodities used may also affect nutritional value.

Where a candidate provides evaluative comments verbally in the interview; in addition to teacher annotation on the Observation Record Sheet an example of good practice as seen by other centres is where a copy of the questions and candidate responses are included as evidence. This makes it clear to see how marks were awarded. A comment on the mark record sheet “discussed in interview” that a particular AC has been covered is not sufficient evidence on its own to enable higher mark band to be awarded.

There was evidence in some cases where students had included/used class notes in the interview for task 3 this should be discouraged, please refer to guidance outlined below.

The Assessor Information which is included in the Model Assignment; provides clear guidance as to resources which candidates' may have access to for the interview.

"For task 3, learners may access class notes to prepare for the interview, but cannot use them during the interview. They may however produce their own summary during the planning time which can be taken into the interview. This should be no more than one piece of paper."

General Comment for Centre

The Model Assignment is a summative assessment. Its purpose is to assess candidates' knowledge skills and understanding gained through the delivery of the course. It is not the intention that it is an extended piece of controlled assessment as it has an allocated time limit of 9 hrs. 30 mins.

Before embarking on the Model Assessment the Assessor needs to be familiar Assessor information; WJEC Approach to Assessment found in the Model Assignment. This provides guidance regarding the resources candidates can have access to for each task.

In order to assist the moderation process it is helpful if candidates are encouraged to page number their work. An example of good practice as seen by use in other centres has been where assessor annotation on the Mark Record Sheet makes reference to page number along with signposting of Assessment Criteria on candidates work. It is not the role of the moderator to mark or search for evidence of the assessment criteria on the candidates work. Total marks need to be recorded on the Mark Record Sheet.

It is good practice for each Candidate to include a front cover with;

- Unit number and title
- Candidate name and number
- Centre name and number
- Model assignment which has been selected with photograph of complete dishes.

FOOD SCIENCE AND NUTRITION

Level 3 Diploma

Summer 2017

UNIT 2 ENSURING FOOD IS SAFE TO EAT

In this first year of the qualification it was encouraging to receive entries for this unit from centres; the majority of which had interpreted the requirements of the External Assessment for Unit 2 well.

Most samples received for marking of this external Assessment Task were well presented with the correct Mark Sheet for each candidate and the blue copy of the Attendance register accompanied the work as required.

The standard of the work produced by candidates is pleasing for this first cohort. The interpretation of the specification enabled the students the opportunity to demonstrate their understanding and clear application of subject content to the given scenario. The wedding menu on which the scenario is based must always be the starting point and clear reference to this throughout will allow candidates to demonstrate higher application of knowledge and produce specific evidence as opposed to providing generic evidence on food safety.

Candidates had mostly addressed all required criteria and thus had the opportunity to access the full range of the mark bands. Evidence of the 8 hours was logged on the timesheet with date and times that work took place and was signed by the supervisor and the candidate.

The majority of candidates had completed Unit 2 Assessment following the two distinct tasks for The Forest Hotel which was pleasing.

Task 1; A Food Safety Risk Assessment resource for staff reference and Task 2; A Food Safety Risk Assessment for The Forest Hotel wedding menu.

The blank Risk Assessment chart from Appendix B had been used well to address Assessment Criteria 3. This was clearly structured in learners' evidence. Some candidates had shown evidence of highlighting the key consideration points of the brief and the initial risk assessment on Appendix A; the wedding menu.

Task 1 Food Safety resource for staff.

Candidates had provided detailed descriptions of the properties of micro-organisms which affect food. Information explaining the physiology of both food allergies and food poisoning was successfully supported by reference to the foods on the menu at the Forest Hotel. Some candidates had produced a clear table of foods affected on the menu and linked this to food allergies and named pathogenic bacteria. A range of relevant food poisoning bacteria was identified and linked to the foods on the menu. The symptoms were described with onset times and duration. Some candidates had included the physiology of food intolerances which was not part of the Performance Band Criteria for this external task. (Remember the focus will change annually).

Task 2 Food Risk Assessment.

The risk assessment produced by candidates was very good and this section provided the highest marks from this task. It is evident that there is a solid understanding of the application of knowledge when applied to the preparation, cooking and storage of food. The proforma chart provided in Appendix B was used well to show the hazards, risks and control measures for each dish on the menu. Some candidates also gave information about the general hazards which need to be considered at the Hotel, the purchase, delivery, storage, food preparation areas, disposal of waste, cooling, hot holding, re-heating, serving and chilling of food. This supported the risk assessment understanding and application to the Hotel. The majority of candidates made reference to the selection of canapes, the three course set meal and the evening buffet. However a few only referred to the three course meal and did not make any reference to the canapes and evening buffet. The task states that the food risk assessment should cover the wedding menu. Justification of the control measures to minimise food safety risks was explained successfully. Good reference was made to specific temperature controls and timings for storage, hot holding and reheating. Evidence for **AC1.2 and AC1.3** was not always addressed or only addressed briefly, little reference was made to the changing conditions affecting the growth of bacteria and how the quality of the food is affected. This is an area where some candidates failed to gain marks. Some candidates had referred to changing conditions such as temperature, oxygen, water and nutrients and linked this successfully to the foods on the menu. A description of the appearance, texture and smell of some foods on the menu was given.

Signposting of the assessment criteria on the work of candidates enhanced the marking process and this is to be encouraged.

The key action points to highlight from 2017 entry are as follows:

- It would be helpful if candidates could present their work with the criteria that is being met, for example **AC1.1, AC1.2** as a heading at the start of each point.
- It is important that clear reference to the scenario and the wedding menu is closely adhered to throughout the task.
- It appeared that some candidates had copied and pasted lots of generic notes with information which may not be relevant and in some cases had made reference to the 'Easy Eats' scenario which is not appropriate.
- Ensure that candidates check the required Assessment Criteria to make sure that they are not providing information which is not marked i.e. food intolerances information was not required in this assessment task.
- The food safety risk assessment in task 2 needs to include the canapes, three course meal and the evening buffet.
- Some candidates had written an introduction to the factors to consider about the task which is not necessary within the time frame of 8 hours and could be detrimental to the time needed on providing the evidence required for meeting the assessment criteria.
- Use of the specification grid for Unit 2 which identifies the learning outcomes and content would clarify the information to focus on for each assessment criteria.
- Timesheets need to be filled in correctly to show the allocation of the 8 hours and signed by both the candidate and the supervisor.
- Include a copy of the external assessment task sheet with the centre and candidate details on the front of the work for each candidate.
- The blue copy of the Attendance register is required to be sent with the work of the candidates.
- Please ensure that the work from candidates is either hole punched and treasury tagged or stapled in the top corner and not sent in plastic wallets.

FOOD SCIENCE AND NUTRITION

Level 3 Diploma

Summer 2017

UNIT 3 EXPERIMENTING TO SOLVE FOOD PRODUCTION PROBLEMS

In this first year of the qualification it was encouraging to receive entries for this unit from 11 centres. The standard of work for a first cohort was pleasing to see and marks awarded were generally fair and consistent. Most centres used the "Quiche" scenario for Feasts with the remaining centres choosing the Dairy ice cream scenario and only one centre chose the Bakery scenario. A similar standard of work was produced for all three scenarios. The flow through the tasks was generally good and centres who followed the tasks carefully were successful.

As a starting point it is essential to read all task sheets and the Assessment Criteria before starting the assessment. Candidates are advised to consider the initial issues provided as part of the task. Candidates who addressed the issues provided in detail and then produced a plan based on their conclusions were successful. Candidates achieving marks in the higher band had produced the problem products using the original recipe and then evaluated the outcome before considering which modifications to make.

Success criteria are an essential part of the process and candidates who evaluated against these criteria produced more logical outcomes. It is advisable to provide clear photographic evidence, ideally close up photography, of the resulting products of investigations. Good quality photographs showing the texture of ice creams and cross section photographs of quiche enabled candidates to make meaningful observations and more detailed evaluations. It is essential to refer back to the original success criteria during the evaluation. It is advisable to present clear findings in the form of a report to the company including new recipes produced and advice on methods etc.

Annotation was not consistently applied throughout the samples, centres that are to be commended followed the marking band criteria closely and annotated throughout candidates' work.

From an administrative point of view centres should please ensure that the correct candidate name, centre name and number is on the Mark Record Sheet and candidates' work. Centres are encouraged to include time sheets and individual Observation Record Sheets **are essential** for any practical work carried out in order to make it clear where credit has been awarded. Centres should use clear annotation throughout candidates work using all assessment criteria headings.

Please refer to the website for further guidance and check that centres are using the new Mark Record Sheets for the new specification, not those produced for QCF.

FOOD SCIENCE AND NUTRITION

Level 3 Diploma

Summer 2017

UNIT 4 CURRENT ISSUES IN FOOD SCIENCE AND NUTRITION

In this first year of the qualification it was encouraging to receive entries for this unit from 13 centres.

Thank you for submissions for this new specification. The candidates' work varied in content and centres who have adhered to the advice given in the QCF Examiners Report have been very successful in the new specification. Marking was generally fair and consistent. From an administrative point of view centres must ensure that work is identified with candidate's name, centre number, candidate's number, unit number on each piece of work. Some centres have not used the newest form of the Mark Record Sheet as specified on the website. An earlier draft mark sheet has been used which has now been discontinued. It was pleasing to see some centres have used the timesheet provided.

The following notes address each of the Assessment Criteria in more detail:

AC1.1 Propose research into a current issue related to food science and nutrition. More guidance may be needed to ensure that candidates adhere to the unit 4 brief and ensure that the topic chosen is relevant and suitable for the Food and Nutrition content of tasks 1 and 2. The hypothesis should be in the form of a question which can be proved or disproved. It should be concise, to the point and relevant to the food and nutrition content of the task.

AC1.2 Plan research into a current issue **AC1.3** Justify plan for research. These were successful when completed together, often in a table format. It is essential to identify whether research is secondary or primary in the plan. For higher marks it should be clear how the candidate has justified their methodology by explaining why this form of research is appropriate, relevant and how this information will be used in the task.

AC2.1 Monitor project progress. It is useful for the candidate to complete this monitoring as part of the previous criteria by adding a separate column to the table called **modifications to the plan** which is then referred to later as part of the evaluation and monitoring process. Candidates should be encouraged to monitor their own progress at the end of each stage and record any changes made to their plan as it progresses.

AC2.2 Evaluate research project. It is essential to refer to the original hypothesis in order to evaluate the research project. This section should concentrate on whether the hypothesis has been proved or not, rather than just writing out what research has been done.

AC3.1 Describe research methodology. There needs to be a clear description of how each separate piece of research will be completed, for example, how many people will complete a questionnaire and how the random sample was chosen to restrict bias. If more guidance is needed on this please refer to exemplar materials provided.

AC3.2 Design primary research tools.

There should be a clear plan of how research will be produced and an outline of any resources to be used in each piece of research. For example, one blank copy of interview questions can be included in this section and completed copies can be included in the appendix.

AC3.3 Analyse data.

Questionnaire results in the form of charts are encouraged but it is essential to add a comment in order to analyse the results. For higher marks it is essential to explain how data has been analysed and how knowledge has been applied. Data in numerical terms, such as percentages is more useful than colour coded pie charts which may not deliver detailed results.

AC3.4 Evaluate quality of information.

It is essential that candidates create a list of criteria to evaluate their findings against as part of this evaluation. For higher marks it is essential to use a range of sources of information rather than just one or two. Evaluations should examine the pros and cons of the quality of information gathered and look for evidence of bias. Candidates should explain how this information helps them to prove or disprove the hypothesis.

AC4.1 Analyse current issues related to food science and nutrition.

During the analysis candidates must link their findings to the research method used and it should not be based purely on their own opinion.

AC4.2 Evaluate how key stakeholders respond to current issues.

It is essential to include the comments from other people who have been used in the primary research and refer to evidence produced as part of the research. This can be a weak area where candidates rely on websites, blogs of others and articles from secondary sources which may not be factually accurate or relevant to the hypothesis.



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