



EXAMINERS' REPORTS

**LEVEL 3 CERTIFICATE AND DIPLOMA IN
FOOD SCIENCE AND NUTRITION**

SUMMER 2023

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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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FOOD SCIENCE AND NUTRITION

Level 3 Certificate and Diploma

Summer 2023

UNIT 1 – MEETING NUTRITIONAL NEEDS OF SPECIFIC GROUPS – EXTERNAL

General Comments

It is important that all areas of the specification are covered in the delivery of the curriculum, as all areas will be assessed in one way or another in the examination paper.

Candidates should be advised about the over reliance of giving a one-word response. Candidates need to ensure that this is appropriate to the question being asked. Marks for example can only be awarded for Discuss or explain questions for explicit extended responses.

Candidates would be advised to make good use of the 15-minute reading time to read all questions thoroughly, underline key words etc. as this year lots of marks were lost because of candidates' misreading questions and choosing the wrong focus for their answers.

The quality of written communication (QWC) was assessed in all questions that asked candidates to 'explain', 'discuss' and 'evaluate'. Some candidates answered these questions by making statements which, in the main, were correct but can only be awarded the lower band marks due to a lack of explanation, discussion or assessment. To access the higher band marks the candidates must explain the statements made and give examples, if appropriate. Candidates should be encouraged to make use of paragraphs when writing a detailed response but be discouraged from using a long introduction which is just repeating the question.

Candidates should be familiar with the command words used in examination questions and ensure that their response matches what they are being asked to do.

Candidates would be advised to make it clear when they have continued their answer in a continuation booklet to ensure that when examination papers are scanned in preparation for marking the whole of the Candidate responses can easily be attributed to that Candidate. They should ensure they make clear the number of the question which is being continued and from which section.

Some candidates continued their answer in the space under the lines. This is to be discouraged as when papers are scanned for marking work outside the allocated area could be overlooked.

It is important that candidates record the correct Centre number and their candidate number in the appropriate place on the front of their answer booklet.

Comments on individual questions/sections

Section A

- Q.1 The full range of marks were allocated for responses to this question. Candidates who were clearly familiar with key food safety temperatures were able to state three correct examples including the degree symbol and descriptor gaining 3 marks: for example, Danger Zone 5C°- 63C°.

Where Candidates gave a descriptor & temperature within an accepted range for example Fridge 0C°-4C° they were credited with a mark (There was no accepted range variation for the danger zone, so this had to be accurate.)

Some Candidates were seen to just to write their response as three numbers with or without 0C°. No marks could be awarded as without the descriptor the numbers had no meaning and did not demonstrate understanding of the question.

- Q.2 Most candidates gained 2 marks naming two high risk foods. This question was generally well answered showing an understanding of high-risk foods. The most popular responses being chicken/poultry, red meat, fish.

For rice to be credited it needed to say cooked rice. Where candidates named two examples of the same commodity, they were only awarded 1 mark.

- Q.3 The level of detail in responses to this question was varied. The full range of marks were allocated. Some excellent descriptions were seen of two different ways in which food could become contaminated supported with clear examples and use of good technical terminology relating to physical, chemical, or biological contamination. More simplistic responses tended to describe a correct way/ action but did not support it with any examples or name the specific type of contamination which had occurred.

Credit was not given for incorrect storage times or temperatures as these are not ways in which food can become contaminated.

Candidates did not have to include the terms biological, physical, chemical to gain full marks provided they had clearly described two ways in which food could become contaminated and the cause of the contamination.

- Q.4 A few candidates did not attempt this question. Where candidates were familiar with how carbohydrates are grouped, they were able to give the correct response; Monosaccharides & Disaccharides gaining 2 marks.

Those gaining one mark named one or other of these but then gave Polysaccharide which was not correct.

Some responses seen referred to Fructose & Sucrose, but these are examples within a group not the names of the groups.

- Q.5 The majority of candidates were able to state two good sources of complex carbohydrate. With Potatoes, Wholemeal bread, Wholemeal pasta being among the most popular answers. Other correct responses seen included Quinoa, sweet potatoes, pulses.

Reference needed to be made to Wholemeal/Wholegrain varieties of rice, pasta, bread, cereal to be awarded a mark.

Where two examples of the same commodity were given then only one mark was awarded.

- Q.6 (a) Candidates either had knowledge of folate and were able to identify pre-conceptual care/pregnancy as the answer gaining 1 mark or were unfamiliar with the term and guessed an incorrect factor.
- (b) A number of Candidates did not attempt this question. The best responses were given by Candidates who had a clear understanding of the role of folate in the body. They were able to give a detailed outline, showing very good knowledge and understanding of a range of roles supported with examples.

Where Candidates focused on the role within the body of someone who was pregnant, they were still able to access the top mark band provided they gave a detailed outline which met the criteria for this band.

The full range of marks were awarded for this part of the question.

Where candidates had given an incorrect answer to part (a) of this question but were able to give a correct response to part (b) their response was credited accordingly.

- Q.7 The best responses to this question were given by Candidates who were familiar with the term Macronutrients and who had a clear understanding that they were the nutrients which the body requires in large quantities that provide energy, namely protein, carbohydrates, and lipids.

Simplistic responses just showed knowledge of them being required in large quantities.

To gain full marks responses needed to have made reference to them being required in large quantities, included all three named Macronutrients &/ or referred to them providing energy.

- Q8 Some excellent responses were seen where Candidates clearly understood the differences; that nutrient density is the measure of the number and quantity of different nutrients in a food product whereas energy density is a measure of the amount of energy as represented by the number of calories in a specific weight of food. They went on to support their description with named food examples.

Less detailed responses did not demonstrate clear understanding of the terms relating to a measurement of quantity within a particular food. Or include any examples.

A few candidates gave an incorrect response related to the number of nutrients or amount of energy the body requires from food.

Section B

- Q.1 This question was attempted by nearly all candidates with many being able to access the middle/top mark bands. Where done well candidates gave detailed assessments of the food safety risks associated with preparation, storage and serving, related to salads at each of the three stages. Responses were supported with named salad ingredients/named salads e.g., Caesar Salad/specific temperature requirements/risks, demonstrating clear understanding of the question. A number of responses which were not done as well demonstrated understanding of food safety risks but did not apply this knowledge to salads. It is important that candidates take time to read the question carefully.

Some of the weaker responses tended to focus on just one or two areas from the question.

Where Candidates only focused on one area, they were unable to gain more than three marks.

This question highlighted the importance of Candidates being explicit in their response, making a point followed by an explanation and example (PEE).

- Q.2 (a) Not all candidates appeared to be familiar with the term molecular structure in relation to fats with many choosing not to attempt this part of the question. A wide spread of marks was awarded for this part of the question.

Some excellent factually correct responses were seen referring to the fact that in the case of Monounsaturated fats not all carbon atoms in the hydrogen chain are saturated by having two hydrogen atoms linked to them. How they have one double bond. Regarding trans fats understanding in relation to hydrogenation was shown, how trans fatty acids have the hydrogen atoms on geometrically opposite sides of the double bond.

Some of these excellent responses were supported with correct diagrams to illustrate the points made.

Candidates did not have to produce a diagram to access full marks or give an example.

At the other end of the spectrum some candidates just included an incorrect diagram or gave a statement in relation to visual appearance rather than attempting to describe its molecular structure.

- (b) This part of the question was attempted by more but not all candidates and some who did not make a response to part (a) did answer part (b)

Some excellent responses were seen where the candidates had clear knowledge of how products high in fat could be adapted to make them more appealing to the health-conscious consumer. Giving suggestions of where recipes for example using full fat milk could use skimmed milk as a lower fat alternative, similarly with cheese, adaptations to cooking methods oven baked crisps as opposed to fried, Removal of visible fat from meat products before processing, the use of fat replacers based on starches in recipes.

Where done, less well candidates just made one valid point then wrote about everything they knew about fat.

The most simplistic of answers just talked about reducing the fat content by removing ingredients high in fat without any reference to what these ingredients might be or giving any examples of suitable replacement ingredients.

Where candidates had misunderstood the question, they just described ways in which products in general could be adapted to appeal to the health-conscious consumer without any consideration to the fat content.

Some candidates were under the misconception that sugar contained fat. Talking about how reducing the sugar content would lower the fat content of the product.

Q.3 The candidates' responses varied depending on their knowledge and understanding of nutritional labelling. A full spread of marks was awarded to this question.

Some excellent top mark band responses were seen where Candidates demonstrated an in-depth knowledge and were able to discuss the role of nutritional labelling in relation to a number of situations where informed food choices are of particular importance; for example, people on calorie-controlled diets, those with medical conditions like diabetes, families on a budget looking for nutritionally dense foods.

The more simplistic answers just mentioned the traffic light system colours without any specific examples or its role when making food choices.

In some cases, responses were seen to start off well, but went onto include information related to allergies/intolerance, food safety /date labelling, Fair trade, Kosher which was not what the question was asking.

Q4 Not all Candidates attempted a response to this question. Where done well Candidates demonstrated a good knowledge of a range of named Micronutrients and were able to explain in detail the consequences of a diet deficient in them, many with a balance of both vitamins and minerals. Those giving an excellent response demonstrated understanding of the complementary actions of key micronutrients e.g., Vitamin D and Calcium explaining how a diet deficient in these could lead to weakened bones and teeth, rickets (in children) osteoporosis (in adults). Where Candidates only focused on deficiencies related to one micronutrient e.g., iron they were unable to access more than 2 marks. Some Candidates who misunderstood the question focused on the consequences of a diet deficient in Macronutrients rather than Micronutrients. Again, highlighting the importance of taking time to read the question as no marks could be awarded for the wrong nutritional group. A few Candidates just described the function of Micronutrients in the body without making any reference to the consequences of a diet deficient in them. Consequently, these responses could not be awarded any marks.

Section C

Q.1 All candidates were able to access some marks with their response to this question; at the lower end candidates were able to use Ann`s profile to determine her most obvious current and future nutritional needs relating to her current lacto-ovo vegetarian/future vegan diet. Fewer Candidates were seen just to rewrite the information with which they had been presented.

The emphasis in responses to this question needed to be on analysis of nutritional needs, both current and future in relation to Ann. Where Candidates just focused on current needs, they were unable to access the top mark band. Some candidates appeared to be unfamiliar with the requirements of lacto-ovo vegetarian/vegan diets. A few very limited responses were still being seen.

At this level; as was evident in the responses awarded marks in the higher mark bands; it is expected that candidates would demonstrate application of detailed understanding of source; function; deficiency of macro and key micronutrients making clear reference to examples in Ann`s diet; along with her specific age related/occupational dietary needs. The use of terms such as “unhealthy” or statements with no direct correlation or reference to examples given in Ann`s profile/diet were still seen to being made.

Some candidates had correctly calculated her BMI noting that it was at the lower end of the normal range and discussed this in relation to her work commitments/ lifestyle outside of work suggesting the need to increase her calorie intake to maintain an energy balance.

Where Candidates failed to respond to the command word, they were still seen to just identify a list of points in the profile as opposed to analysing them. It is evident in candidate responses where they have been introduced to case studies during the delivery of the course; along with the technique of how to carry out an analysis a specific case study through pre public examination practice. Some excellent high-level responses were seen.

The case study this year highlighted the importance of thinking about the age group of the person in the case study. Some candidates seemed to believe at 51 Ann was classed as being an elderly adult.

This question highlighted the importance of candidates remaining focused on the case study with which they have been presented some candidates were seen to include suggestions from previous studies which bore no relevance to Ann.

Q.2 Marks for this question covered the full mark range.

Where Candidate were clearly familiar with the term Vegan/Vegan diets they were able to give some excellent balanced responses referring to both positive and negative aspects of this dietary choice and the impact on health and wellbeing specifically related to Ann at her life stage/occupation/lifestyle. Making assessments in relation to the importance of planning to reduce any potential effects from the loss of key nutrients e.g., Calcium, Vitamin D iron B12 Omega 3 fatty acids, the health benefits from eating a diet which is low in saturated fats. Feel good factor /sense of achievement in successfully managing a more sustainable diet.

The less detailed responses focused on the negative effects of a vegan diet relating to lack of high biological proteins, calcium from animal sources, potential physical symptoms as a result of this which could affect Anns health and wellbeing.

Some candidates were seen still to be answering question 1 and 2 together making the task of allocating marks to each specific question more difficult for the examiners. There is a clear distinction in what is being asked in question 1 from question 2. It is also important that Candidates make it clear if they have continued their response on continuation sheets.

- Q.3 Most candidates were able to make some suggestions or present a new daily diet. It was clear from the way some candidates responded to this question that they just expected to modify a given meal plan and had entered the examination with this in mind rather than reading the question.

The quality of new daily diets covered the full mark range. Those being awarded marks in the top mark band looked beyond the need just to eliminate sources of animal protein and provided excellent sources of alternative protein to meet the demands of her physical activities, Complex carbohydrate for slow-release energy, picked up on the fact she was lacking in fluid intake, so increased type and number of drinks. Sources of calcium & Vitamin D to prevent against osteoporosis in the future.

A few Candidates were seen still to include animal products. Some meal plans include the use of Quorn. Candidates need to have made it clear they would be using vegan Quorn.

At this level it is expected that the types of foods/dishes chosen would demonstrate and understanding of meal planning; along with detailed knowledge of the role different commodities and nutrients play in ensuring a balanced Vegan diet to meet the dietary needs of Ann. It is expected that candidates would give specific named examples for the commodities being suggested for example Almond milk, named berries strawberries, blueberries. Named vegetable accompaniments.

Good practice was observed where candidates clearly laid their choices out next to mealtimes as in the question or presented in table form. Assisting the marking process.

In a few cases no specific meal pattern was drawn up just general statements making suggestions of possible alternatives. Marks can only be awarded for clear responses/specific examples.

- Q.4 Those candidates who had a good nutritional knowledge and understanding of Ann's life stage, vegan options and potential impact of this dietary choice were seen to give excellent responses which justified in detail their chosen menu choices/menu adaptations in relation to fitness for purpose. These high-level responses were well structured making use of connectives with points made clearly showing understanding of source; function of nutrients with named examples and evidenced in both ingredients and commodities used in their planning. At the lower end where candidates had just made minor adaptations to the example menu with which they had been presented which showed little understanding of Ann's specific needs beyond the removal of animal protein sources; justification was weaker and tended just to focus on the fact that commodities containing animal protein had been removed. It would appear some Candidates had run out of time as they did not attempt this question.

Candidates need to be discouraged from just making generic statements about the function of nutrients; responses need to show clear application to the case study. There was evidence of candidates having a detailed understanding of the function and source of nutrients, but their responses lacked application in terms of justifying fitness for purpose of their chosen meal plan in relation to the dietary needs of Ann.

Where Centres have encouraged candidates to answer question 3 & 4 together in table form whilst this makes responses clear to read; it is important to ensure that this does not restrict access to the top mark band which requires candidates to make an in-depth justification for their choices with sound reference to Ann's specific nutritional and personal needs.

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UNIT 2 – ENSURING FOOD IS SAFE TO EAT.

General Comments

- Use of Assessment Criteria as subheadings by Candidates in their work assisted the marking process and is to be encouraged.
- It appeared that some Candidates had copied and pasted generic notes with information which often had no relevance. The reliance on generic notes should be discouraged.
- 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.
- 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 both hole punched, and treasury tagged or stapled securely in the top corner. Some centres choose to bind the work produced but this is not a requirement. Work is **not** to be sent in plastic wallets.
- Some candidates were seen to include work which appeared too related to previous scenarios. Whilst it is anticipated that Candidates will have undertaken examination preparation, they should not have access to work for/ relating to any similar scenarios, once the “live” assessment has been started.
- Evidence of the 8 hours should be logged on the timesheet with date and times that work took place, signed by both the supervisor and the candidate. This should be included with the Candidate work.

Comments on individual questions/sections

The standard of the work produced by candidates covered the whole mark range. Where candidates had clearly covered the specification during their guided learning hours, they were able to demonstrate their understanding of food hygiene and safety with clear application of the subject content to the scenario.

The purpose of this summative external Assessment Task is to enable Candidates to demonstrate knowledge and understanding gained during their guided learning hours. Whilst Candidate may have access to their class notes, they should not have access to the internet. The scenario on which the external Assessment Task is based should always be the focus of the work which is completed. Markers were seeing some very lengthy pieces of work in which Candidates had just presented generic notes showing little or no application to the scenario.

Those candidates who had interpreted the requirements of the Spanish-themed birthday lunch well were able to produce responses which remained focused on the scenario referencing specific examples; demonstrated their understanding of the situation enabling them to access the higher mark bands.

Some excellent work was seen where Candidates had produced concise written discussion for task one demonstrating understanding of the Spanish-themed birthday lunch whilst applying direct application to the Assessment Criteria. Accompanying H.A.C.C.P plans for task two demonstrated understanding of how preparation and cooking for some of the dishes at a commercial premises, transporting to an outside event in a private garden, storing then serving on a hot summers' day, along with cooking the paellas in the garden posed a range of different food safety risks.

In some of the work submitted this year candidates had not addressed all the required Assessment Criteria and as such denied themselves access to the full range of marks.

Candidates need to be aware that two of the twelve possible Assessment Criteria are always not assessed. These change each year, and time was wasted by some candidates on the inclusion of generic notes for **AC1.2** Assess how changing conditions affect growth of micro-organisms in different environments. **AC2.1** Explain the physiology of food intolerance. Though where Candidates referred to intolerances as part of their response to AC2.4 they were credited for this.

This summative assessment should be carried out in controlled conditions. Once work has been started Candidates should not be given guidance on how to improve their work.

Most candidates had completed Unit 2 Assessment following the two distinct tasks.

Task 1; Discuss the food safety and hygiene knowledge needed by catering company employees to ensure that guests at the party are not at risk of food induced ill health.

Task 2; Produce the Food Safety Risk Assessment (H.A.C.C.P), which the catering company will need to have in place prior to the event.

Task 1: Discussion

AC1.1 describe properties of micro-organisms.

Candidates had provided descriptions of the properties of bacteria, viruses and fungi. Where done well there was direct application to the Scenario.

AC1.3 explain how micro-organisms affect food quality.

Candidates had provided descriptions of how of micro-organisms affect food quality covering bacteria, viruses and fungi; in relation to appearance, texture, smell/aroma, taste non-visible effects and nutritional content. Scientific terms were often used effectively.

It is essential to demonstrate understanding of the command word, explanations should directly apply to the dishes on the menu in the scenario. Those candidates who failed to address this in their work, restricted their access to the full mark range.

AC1.4 Assess how preservation methods prevent the growth of micro-organisms.

Where done well candidates were seen to assess relevant food preservation methods which could have been used to prevent the growth of micro-organisms and prolong the shelf life in a range of named ingredients e.g., freezing of prawns used to produce the dishes on the menu. Enabling them to access the higher Mark Bands

More simplistic responses just presented generic information about a range of food preservation methods, restricting their access to the full mark range.

AC2.2 Explain the physiological basis of food allergies.

Not all candidates were able to explain the physiological basis of food allergies, but most were able to identify some potential links with dishes on the menu. Those who gave a detailed response were able to demonstrate knowledge of the foods which most commonly contain allergens as listed by the Food Standards Agency; apply this to the scenario with an analysis of the risks posed by ingredients in dishes on the menu. Some candidates just presented generic information about food allergies making no link to ingredients found in dishes on the menu.

Reference to food allergies was also included in many of the risk assessment charts.

AC2.3 Explain the physiological basis of food poisoning.

Where candidates showed understanding and application of knowledge about the physiological basis of food poisoning, they were able to complete this Assessment Criteria to a high standard. Foods which present a high risk of food poisoning and causative bacteria were identified with specific links to ingredients in dishes on the menu,

AC2.4 Describe the symptoms of food induced ill health.

Where Candidates just presented a generic table which included information about visible/nonvisible symptoms, onset periods, duration of symptoms, level of contagion, they limited their access to the higher mark bands.

Where done well Candidates had made direct application in their descriptions through an analysis of the menu.

Many candidates were able to identify the relevant ingredients from the menu which could cause food poisoning symptoms, symptoms of allergy or intolerance.

Reference to food poisoning, allergies and intolerance was also seen to be included in risk assessment charts.

Task 2 Food Risk Assessment

The blank Risk Assessment chart from Appendix B or a modified version had been used well by most Candidates to address Assessment Criteria for L03 providing clear structure to this section of work.

AC3.1 Describe food safety hazards in different environments.

AC3.2 Assess risk to food safety in different environments.

AC3.3 Explain control measures used to minimise food safety risks.

AC3.4 Justify proposals for control measures in different environments.

The risk assessments produced by Candidates covered the full mark range. Where Candidates submit generic H.A.C.C.P plans this limits their access to the higher Mark Bands.

It is evident that there is a solid understanding of the basic principles of a H.A.C.C.P plan, showing the hazards, risks and control measures that apply to the preparation and serving of food when catering in relation to the purchase, delivery, storage, food preparation, cooking, reheating, cooling, hot holding, cold display, serving, disposal of waste. However, when it came to application to the given Scenario then knowledge and understanding was variable.

Some candidates only provided generic information and or included information for areas which had no bearing to the Spanish-themed birthday lunch. At the other end of the spectrum some excellent plans were seen in which Candidates showed direct correlation to the initial catering premises, transport to the venue, storage, cooking and serving at the venue in the open air on a hot summers' day. Demonstrating good understanding of the various risk which this scenario posed.

Where candidates were able to support this understanding of the H.A.C.C.P principles with a risk assessment in relation to specific named foods/ ingredients on the menu including reference to specific temperature controls and timings for preparation, storage, cooking at the various stages; they were able to access the higher mark bands. As the scenario included several high-risk foods, an outside environment, times at which the guests would be serving themselves, a commercial ice cream van knowledge of potential risks associated with these aspects was expected.

Some candidates did not complete a detailed justification of the control measures to minimise food safety risks which they had identified.

FOOD SCIENCE AND NUTRITION

Level 3 Certificate and Diploma

Summer 2023

UNIT 1 – MEETING NUTRITIONAL NEEDS OF SPECIFIC GROUPS - INTERNAL

General Comments

This was the second year in which centres had been asked to upload candidate work and supporting documentation for moderation.

Moving forward, it would be appreciated if work was either uploaded as one document or no more than two, one containing all the supporting documentation and one the candidate work. All uploads need to be clearly labelled as to the contents.

Thank you very much to centres who had obviously thought about this as it was really appreciated by moderators when they were able to access work and documentation easily. It would help the moderation process if blank pages in the middle of the uploaded work were avoided, along with checking that all pages of the work are uploaded.

In some cases where the original handwriting on Mark Record Sheets was faint once this had been scanned it became very difficult to read. Care should also be taken to ensure a mark is recorded for each of the individual Assessment Criteria.

The Model Assignment is a summative assessment. Its purpose is to assess candidates' knowledge skills and understanding gained through the delivery of the course through the work they submit.

Comments on individual questions/sections

All current Model Assignments were seen to have been chosen by candidates this year. 2019 was the final year that the Western Avenue Model Assignment should have been used. It should not have been introduced to candidates submitting work for the 2023 qualification. Please ensure that this Model Assignment is no longer used for summative assessment.

A few Centres had submitted work relating to a brief which they had written themselves. The process for this is outlined in the Specification. Please ensure that the correct procedures are adhered to before presenting Candidates with an alternative to the live Model Assignments.

Most candidates started their reports with a brief introduction which clearly identified their chosen Model Assignment and demonstrated their understanding of the tasks enabling them to remain focused. Within this some Candidates had clearly outlined a profile for a member of the target group. to be their focus. This enabled them to go on and demonstrate clear application of Assessment Criteria to meeting the needs of their specific target group.

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.

Where Centres had acted on advice offered by moderators in their previous reports this had helped to improve the quality of the work produced.

Candidates should ensure that they demonstrate understanding of the requirements of the Assessment Criteria through direct application to the scenario. Avoiding the reliance on unrelated generic information. Where done well this enabled Candidates to secure Mark Band 3.

A small number of Centres were still seen to include excessive amounts of introductory writing; this is unnecessary and to be discouraged. Some centres approached the format in a similar way to GCSE Food and Nutrition, 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 controlled 9 ½ hour time allocation is necessary to compose the production plan complete the practical skills test and to ensure 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 candidates had included nutritional information higher Mark Banding could be agreed.

There is no requirement for a research plan or research into analysis of local restaurant menus. This is something which could have been done during the delivery of the course not within the 'time limit' of the Model Assignment.

LO1 - Understanding the importance of food safety.

AC 1.1; 1.2; 1.3; 1.4

Most candidates included coverage of LO1 in a written section following on from their interpretation of task. In some cases, this was supported with further evidence in production plans/ records of responses made during an interview.

The emphasis should be on explanation/analysis rather than just a list of responsibilities/methods. It is vital that Candidates are familiar with the command words at the start of each Assessment Criteria.

Some centres were seen to mark LO1 generously as listing alone on the production plan is insufficient evidence to be awarded Mark Band 3.

Candidates should be discouraged from just including generic notes. There needs to be a clear focus in the evidence which they submit to the environment within which the chosen Model Assignment is set. In some of the work seen these criteria were still being seen addressed too briefly to be awarded marks in Band 3.

AC 1.1 Explain how individuals can take responsibility for food safety.

Band three marks can only be awarded where the candidate has explained with clear and detailed reasoning how a range of individuals take responsibility for food safety in relation to the case study. From management/ owners to chefs and cleaners. Reference could be made to Food Safety Legislation / COSH / Food Hygiene rating etc.

Some Candidates tended to only discuss their own actions in relation to food safety.

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

For Band 3 to be awarded there needs to be clear explanation of the methods used.

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

There was still evidence of confusion in some work presented in the distinction between food safety and personal accident/accident prevention; with candidates being credited marks for control of personal injury/ accident prevention as opposed to food safety risks.

AC1.4 Analyse risks associated with food safety.

Where HACCP are included, these should be applicable to the chosen dishes on the menu.

LO2 Understand properties of nutrients.

AC2.1 Explain how nutrients are structured.

Diagrams of nutrient structure were seen to be used to assist candidates give a clear and detailed explanation. Nutrients need to be relevant to the case study. Mark Band 3 requires more than the inclusion of generic notes.

AC2.2 Classify nutrients in foods.

Links with the case study and practical assessment are required when classifying nutrients in food. Candidates need to identify named main and secondary sources. To secure marks in the higher bands Candidates' explanations need to relate to the classification of nutrients and to provide understanding of biological value, complementary actions, nutrient density and Glycaemic index. There needs to be an explicit link with the nutrients and case study.

AC2.3 Assess the impact of food production methods on nutritional value.

Generic references should be avoided, where done well discussion was applied to the choice of dishes in the chosen menu. Candidates should consider the loss and gain of relevant named nutrients during production, food processing/ preparation, as well as the cooking processes being demonstrated in the skills test.

LO3 Understand the relationship between nutrients and the human body.

AC3.1 Describe functions of nutrients in the human body.

Functions must be identified and related to the target group within the case study. Where candidates had included generic tables, they often omitted to apply the information which they had included to their target group and consequently should only have been awarded marks in the lower bands.

AC3.2 Explain characteristics of unsatisfactory nutritional intake.

A clear focus should be kept on the target group and explanation of issues relating to nutritional deficiencies should relate directly to them.

AC3.3 Analyse nutritional needs of specific groups

A clear focus should be kept on the target group in the Model Assignment and the analysis should focus directly on their specific nutritional needs.

AC3.4 Assess how different situations affect nutritional needs.

To be awarded Mark Band 3 a wide range of situations which could directly affect the nutritional needs of the target group should be discussed; these could relate to health, occupation, activity level, religious beliefs, vegetarianism, dietary restrictions such as Coeliac or lactose intolerance, time of year, and the weather.

LO4 Plan nutritional requirements.

AC4.1 Evaluate fitness for purpose of diets.

The focus for this should be the chosen menu. Some Candidates were seen to evaluate a range of diet plans/diets rather than carrying out an analysis of their menu.

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. It was noted that some Candidates were commenting on nutritional value of the whole product rather than individual portions.

AC4.2 Calculate nutritional requirements for given individuals.

Candidates should discuss in detail the nutritional requirements of the target group for which they are planning. Candidates should discuss the nutritional intake for key macro and micronutrients relevant to the life stage of chosen target group.

LO5 Plan Production of complex dishes.

AC5.1 Interpret recipes for complex menus.

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.

It is important that candidates are familiar with what constitutes a complex skill as the wrong choice in the initial stage can limit their ability to access the higher Mark Band in the practical skills test.

Some Centres were seen to be generous in the marks awarded for the choice of dishes to be prepared, cooked and served .

Where done well Candidates had clearly been introduced to a range of culinary skills during the delivery of the course. Making skilled choices which matched the dietary requirements of their target group.

There is no requirement for candidates to supply detailed reasons for choice justifying the complexity of their dishes as this will be determined by the assessor and the complexity of the skills being demonstrated should be evident in the detail on the candidates' production plans.

In some cases where candidates had opted for the Spa menu some choices were too high in fat/sugar considering the situation in which they were going to be served.

AC5.2 Plan production of dishes

All candidates showed evidence of planning but with varying degrees of detail. Those able to access Mark Band 3 produced some excellent production plans; with evidence of complex dishes being dovetailed in respect of preparation; cooking and presentation. Many of these candidates also ensured that the layout of their plan supported the coverage of **AC1.1 AC1.2 AC1.3 AC1.4 AC6.3 AC6.7** through the inclusion of columns for contingencies, critical and quality control points, monitoring of plan.

The production plan should contain enough detail for the chosen dishes to be prepared; cooked and presented by the candidate or a third party without the need for further instruction from recipes/separate methods.

Some centres had not included any contingencies in their production plan hence a lower Mark Band should have been awarded.

The advanced preparation: cooking and presentation skills which are a requirement of the practical skills test should be evident in the production plans produced by the candidate to support comments made on the Observation Record Sheet about these having been witnessed.

LO6 Be able to cook complex dishes. The Practical Skills test.

The practical skills test continues to be a strength for most Centres. Where candidates have been introduced to a range of complex preparation; cooking and presentation skills they were able to showcase their ability to produce some very high-quality outcomes. Moderators were still seeing practical outcomes at the other end of the spectrum; in some cases, this work was credited as complex when it did not meet the requirements expected at this level of qualification.

The complexity of the presentation skills used to enhance completed dishes by candidates moderated was varied. Where done well some excellent examples of restaurant standard were seen. Not all presentation which had been awarded Mark Band 3 was considered complex.

The Observation Record Sheet is an important document; it is anticipated that the assessor will complete this in detail to evidence AC6.1, 6.2, 6.3,6.4,6.5,6.6,6.7. It is essential to confirm flavours were appropriate and balanced; and those working practices demonstrated by the candidate were also to a high standard. It would assist the moderation if a list of dishes being prepared was included on the Observation Record Sheet.

Learners must be supervised by an assessor whilst completing the practical skills test. The planned practical work should be completed in one session with a duration of 3hrs 30 mins, at the end of which all the completed dishes should be presented together.

To assist with the moderation of the final outcomes a large, coloured image of the completed menu is valuable to verify the marks awarded/quality of completed outcomes. Good practice observed 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.

LO6 Be able to cook complex dishes.

AC6.1,6.2 6.3,6.4,6.5,6.6,6.7 should be clearly evidenced by the Assessor on the Observation Record Sheet. Outlined below is how Candidates will also have evidenced these Assessment Criteria

AC6.1 Use tools in preparation of commodities.

Candidates will have shown knowledge of requirement for specialist tools in their email outlining their requirements for their practical skills test.

AC6.2 Use advanced techniques in preparation of commodities.

Candidates will have shown knowledge and understanding of the advanced techniques to be demonstrated in the detailed instructions for making provided on their production plan.

Some candidates were seen to include detailed written notes detailing the skills which they would be demonstrating. There is no requirement for this.

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.

It is anticipated that at this level candidates will make their own pasta or pastry. Accompany dishes with complex sauces/vegetable accompaniments.

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

This should also be evident on candidates' production plan in their critical and quality control points section.

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 /chosen specific target group within the Model Assignment.

Chosen dishes need to show case use of:

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

Guidance regarding appropriate level three skills can be found on the WJEC open website > resources for teachers > Unit 1 Practical Skills dishes.

It is anticipated that all completed dishes along with any chosen appropriate accompaniments will be presented together on the completion of the skills test. Some Centres appeared only to take photographic evidence of individual dishes. It is considered good practice to include evidence of both Centre and candidate number in the photographs submitted.

AC6.6 Use food safety practices.

This should also be evident on candidates' production plan in their critical control points section.

AC6.7 Monitor food production.

This assessment Criteria was still seen to have been marked generously by a few centres.

Monitoring of production plans needs to be explicit in candidates work. An example of good practice as seen by use in some 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 by the candidate in their written report clearly demonstrating that it has been used as a working document.

Interview

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.”

The interview is designed to support candidates in demonstrating a depth of understanding of the Assessment Criteria for this unit; the interview alone cannot be relied upon to facilitate/ credit Assessment Criteria coverage.

Some Centres completed this task exceptionally well and candidates underwent an interview after their practical skills test to support the written evidence which they had produced. Where candidate responses to interview questions had been included it assisted the verification of how marks had been awarded by the assessor. Reliance of coverage of the Assessment Criteria cannot be in the interview alone. 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 bands to be awarded.

FOOD SCIENCE AND NUTRITION

Level 3 Certificate and Diploma

Summer 2023

UNIT 3 – EXPERIMENTING TO SOLVE FOOD PRODUCTION PROBLEMS

General Comments

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 candidate's work. Total marks need to be recorded on the Mark Record Sheet.

The completion of the Observation Record Sheet is essential for any practical work carried out in order to make it clear where credit has been awarded.

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

Comments on individual questions/sections

There was a range of work presented for moderation, with all three assignments being used but the festive buns and quiche were more popular, again this year. The control recipes in these assignments were not always used and it is vital a control is used for each experiment. Where done well, there was some excellent examples of food science, understanding of the properties of food and analysis.

It is important to ensure the specification and marking scheme are adhered to for the assignment as at times research and/or superfluous work was included which must have used the time allowed for the candidates but did not address any of the Assessment Criteria. Marking was at times too generous, and the marking scheme can help identify in which band the candidate should be assessed

The number of food investigation carried out varied considerably and for some candidates not enough experimental work was undertaken, as for all of the assignments there are 4 to 5 problems listed it is expected at least 4/5 investigation should take place. Even with an added awareness of the current rise in cost of living it would be hoped that establishment could enable candidates accessing this optional unit to access the necessary ingredients.

While there had definitely been an improvement from last year's coverage of some criteria criteria, there are still some centres awarding the higher mark bands where the work is not in the depth, detail or accuracy to achieve those marks. The following areas raised some concerns this year :

2.2 Success Criteria, while some centres are now clearly addressing SMART criteria, there is still a trend to just complete a hypothesis and not measurable criteria.

2.5 Review of methodology, there was more centres this year where this criterion was addressed in detail and accuracy but it still remains an area for improvement.

3.3 Scientifically justify proposed option, this was done well in candidates that we consistently achieving upper band marks. However, it was a weakness for some learners. This should be presented as a report to the manufacturer in the case study., this can be in the form of a story board, a power point or a letter. It is vital that primary and secondary data should help justify the proposed new recipe and should use scientific and technical terminology.

In nearly all cases the correct model assignments were use. These are available on the WJEC secure website. Mark Record Sheet along with signposting of Assessment Criteria on candidates work and the inclusion of clear photographs of experimental work all help assist the moderation process, again this was addressed by many centres, - thank you but some evidence still lacked clarity or any photos at all.

Marking was at times generous and in a few cases haphazard. Adhering to the Assessment criteria aids marking unit 3.

Experimenting to solve food production issues

LO1 Understand the scientific properties of food

AC1.1 Explain how food properties can be changes

AC1.2 Explain variables that affect physical properties of food.

Understanding of how properties of food can be changed was completed well across the centres, these need to be relevant to the chosen assignments and related well to the ingredients used in the recipe. A wide range of variables need to be identified and explained. It was pleasing to see many candidates demonstrated an excellent understanding and were awarded the higher mark bands. We saw some excellent examples this year.

LO2 – Be able to scientifically investigate changes to food

AC 2.1; 2.2; 2.3; 2.4; 2.5

AC2.1 Set success criteria for scientific investigations

Candidates across many centres had addressed the issues and set clear aims for success which were relevant to the production problems. However, SMART criteria were not always used, at times Smart criteria was discussed but not linked to the actual criteria set by the candidate. Identifying the success criteria which is clear, measurable and appropriate is an essential part of the process, enabling candidates to evaluate the results of experimental work with clear focus. As part of the planning, each experiment carried out must state the aims to be achieved. In order to achieved marks in the higher mark band candidates need to produce the problem products **using an original recipe** and then evaluated the outcome before considering which modifications to make.

AC2.2 Obtain outcomes from scientific investigations

In many cases this was done well, some great scientific experiments had been successfully carried out. A number of experiments (**min of 4/5**) are needed to investigate the solution to each problem. The experiments need to be relevant to the aims identified from AC2.1. It is vital that practical experimental work records the amounts and methods which are used with a varied combination of different ingredients.

It is important that the Observation Record supported the experimental work carried out by the candidate.

AC2.3 Record outcomes of investigative work

AC2.4 Process the data

Across all the centres there was a wide variety of different recording methods used to show the results from the experimental work, again this was pleasing to see. This data must be clear and realistic conveying a basis on which to make reasoned judgments. This could include tables, star profile tasting, pie/ bar charts and photographs. In particular, it is useful to see good quality photographs clearly showing the quality of the textures and cross section photographs enabling candidates to make meaningful observations and more detailed evaluations. Each investigation must be analysed with candidates referring back to the original success criteria allowing conclusions to be drawn.

AC2.5 Review suitability of investigative methods

While some candidates had completed this Assessment Criteria well, achieving the upper band marks, across all centres it was a relative weakness. Candidates must review what went well/not well for carrying out each experiment explaining the limitations in relation to ingredients used, equipment and time. Discussing bias, future experiments, clinical testing could also be considered here.

LO3 Be able to solve food production problems

AC 3.1; 3.2; 3.3

AC3.1 Analyse food production situations

Again, this section was completed accurately across many centres and where done well information had been analysed relating to the food production situation. Candidates need to be able to categorise the issues to clearly identify what the problems are. The limitation of ingredients and equipment used should be applied to the problems in the brief. Application and analysis must be completed for the higher mark bands.

AC3.2 Propose practical options to solve food production problems

AC3.3 Scientifically justify proposed options

Many candidates performed well in this section but for others it was it was presented without the scientific and technical detail expected for level 3. Candidates need to produce a revised detailed recipe and advice on method of making for the product, successfully addressing the initial problems. This can be presented as a report, letter, PowerPoint or story board. to the manufacturer explaining clearly what the issues were during production with detailed suggestions for improvements. These must be explained well to justify the new proposed recipe. The use of both primary and secondary data supported the findings and final report.

It is here that the candidates can demonstrate their knowledge of the science and function of ingredients.

Some candidates presented work that was worthy of full marks: they were scientifically accurate, investigations demonstrated **a range of** food properties, the data was presented with a variety of recording methods, bias was discussed and this was all relevant to the task. Well done.

FOOD SCIENCE AND NUTRITION

Level 3 Certificate and Diploma

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UNIT 4 - CURRENT ISSUES IN FOOD SCIENCE AND NUTRITION

General Comments

It was lovely to see a wide variety of topics submitted this year. There were some outstanding pieces of work submitted which showed a breadth of knowledge and some superb application of thinking skills. Candidates showed a deep interest in the current issues affecting Food Science and Nutrition and the range of topics seen this year was much improved.

Food poverty was again popular and healthy eating in schools continues to be a popular choice. There were less global environmental issues and the topics submitted had a much more local focus, for example, farmers markets and the use of locally sourced ingredients were popular and completed well, involving stakeholders in the completed research.

There were less submissions involving social media, which were often more about media than about food and less projects on food supplements which have proved difficult to complete in any depth in the past.

Diets for specific groups such as athletes, teenagers, vegetarians and people with intolerances have proved popular this year and have been particularly successful, being rooted in the study of Food Science and Nutrition. The topics chosen allow opportunities for meaningful primary research to take place and plenty of relevant and trustworthy sources of secondary data is also available. Practical work and scientific investigation are always relevant to these topics and provide interesting data to analyse. Again, candidates who choose a topic that has personal relevance to themselves or members of their family, such as low-fat diets did well as they had personal, prior knowledge of the topic.

Topics involving ethical food production and consumption were also submitted and more candidates showed that they were able to consider both sides of arguments, which is so important where ethics are considered. The hypothesis, as always, is key to a successful task and should allow the candidate to prove or disprove their theory.

The format used for Unit 4 is a key point for successful completion. It can be very easy to miss criteria if candidates follow a format which does not include all aspects of the task. Recently, centres have submitted work where a large amount of time has been devoted to mind mapping and considering alternative topics at the start of the task. This is not a requirement and wastes a considerable amount of time. Candidates should only supply a rationale for the topic they have chosen.

The use of suitable subheadings such as aim, method, results and conclusion is essential for successful completion. The general order of the tasks as described in the brief should be followed. Candidates should identify their topic and provide a rationale for the study. It should be relevant to food science and nutrition, and it should be possible for a candidate to study successfully at this stage in their education. Initial planning is generally done well; however, care should be taken to ensure that it is completed in as much detail as possible and that it can be done successfully in the allowed timeframe. Some initial guidance may be needed where candidates struggle with organisation, to prevent time being wasted on irrelevant tasks.

In the best work seen, a wide range of primary research was produced, and secondary research was referenced throughout. Candidates who are credited with band three marks must show in depth research into the topic chosen. As described in previous reports, referencing is essential. The use of a bibliography is essential and provides good experience for study at a higher level. There are various style and conventions possible.

Comments on individual questions/sections

AC1.1 Propose research into a current issue related to food science and nutrition.

Recently centres have started to mind map alternative topics, this is not an essential requirement. Candidates are best advised to use the allocated time to research their chosen topic. Candidates should only provide a rationale for the topic they then continue to complete. Too many aims may confuse the work and cause the candidates to lose focus. Stakeholders should be identified at this stage; it is important to work out how key stakeholders can be included in the research. Once the topic is identified (often in the form of a question) it is then essential to produce a hypothesis, or theory, regarding the results of the research, which can then be proved or disproved.

AC1.2 Plan research into a current issue.

The plan should identify the way research will be completed and should be linked to the aims. The type of research should be identified, Primary or secondary. It should provide a sequence and timeframe for the task to be completed. It is often completed alongside AC1.3 and AC2.1.

AC1.3 Justify plan for research.

Candidates that present advantages and disadvantages for each method chosen, linked to specific aims, or use a select and reject process are able to access higher mark bands. It must be clear how the method chosen will help prove or disprove the hypothesis.

AC2.1 Monitor project progress.

This is often included in the planning table, and while this may help organise thoughts, it is necessary to produce comments throughout the process. It should not be a case of done/not done or just comments about lessons used etc. There should be a clear flow through the process, where plans can be changed, if necessary, as a result of completed research. Centres who have produced a comment within the activity, as part of each conclusion, about next steps, have done well.

AC2.2 Evaluate research project.

Some candidates have misunderstood the purpose of this section. It should be part of the monitoring process and completed through the task as each activity is completed. Has the method used worked? If not, can the process be improved? It should identify weaknesses in the method used and be analytical, rather than be descriptive of the process used. This can often be a weak area.

AC3.1 Describe research methodology.

A wide range of primary research tools should be designed to collect useful, reliable data. This criterion should be used to explain how candidates have proved their results are fair, objective and reliable. Secondary sources are often taken at face value and candidates lose marks here if they do not consider how reliable their source of information is.

AC3.2 Design primary research tools

Nearly every candidate produces a questionnaire at some point. It is important to test questionnaires, adapt where necessary and consider how bias has been avoided. Considering we are studying Food Science and Nutrition it is a surprise to see how few candidates produce practical activities, nutritional analysis, costings and scientific experiments. This should be encouraged as it provides valuable data for analysis in AC3.3. Candidates who do not produce a range of primary research also struggle to gain the higher mark band for AC3.3 and AC3.4. It is necessary to present collected data in a suitable format which is fit for purpose. It should draw on knowledge collected in secondary research and use this knowledge to justify all results and conclusions made. Using the format aim, method, results and conclusions for each investigation may help candidates analyse their results in more detail.

AC3.3 Analyse data

This is often a weak area. It is important to be analytical rather than descriptive of the process. Relevant trends and patterns should be identified. Candidates must write clear conclusions which link back to the aims and hypothesis.

AC3.4 Evaluate the quality of information.

The candidates should examine a wide range of information sources. The quality of the collected data should be analysed, and any discrepancies explained. Evaluations should be analytical, rather than descriptive. The candidates can get a little lost in places here, again, a weak hypothesis and unfocused aims can make it difficult to evaluate the methods of research used. Also, if there is little collected data, as a result of only producing one or two types of primary research, the evaluations are likely to lack detail.

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

This section should bring together all completed research. A summary of the results of each investigation should be presented along with conclusions, drawn from evidence. How has prior learning contributed to the outcome? Has opinion been changed or reinforced? Candidates must refer back to the hypothesis. Has it been proved or disproved? Conclusions should be presented clearly.

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

Most candidates identify stakeholders at the start of the process but often, these stakeholders are then put aside and not included in the task. It is important to gather and include the opinions of stakeholders at the conclusion of the task. This can be done throughout or could form a presentation at the end. Very few candidates complete this section well and often the conclusion contains biased opinions which are based on the candidates' preconceptions. It is important to keep an open mind during the task.

Summary of key points

It is important to ensure that Learning Objectives one to four are completed and criteria are not missed in the process. A suitable format should include these objectives in a logical order. The resulting report should be succinct, relevant and to the point. Candidates can often become descriptive rather than analytical resulting in marks lost in AC3 and AC4. Good annotation by the assessor is essential. Assessors should use the space provided on marksheets to sign post where evidence can be found. The use of page numbers helps this process. Further annotation on candidates' work assists the location of evidence. Time sheets should be completed to show how the time has been used. Candidates and assessors should complete the declaration with a signature. The overall mark (out of 31) should be included on the Unit 4 cover sheet along with signatures of assessor and candidate.

As we have moved to electronic submission, please ensure that all work is uploaded in one file, with continuous pages in a suitable format. Please take time to check the submission as pages have been found to be missing or are in the wrong order which can significantly hinder the moderation process.



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