



GCSE EXAMINERS' REPORTS

HOME ECONOMICS

SUMMER 2017

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

Online Results Analysis

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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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HOME ECONOMICS: CHILD DEVELOPMENT

GCSE

Summer 2017

UNIT 1: PRINCIPLES OF CHILD DEVELOPMENT

It was pleasing to note that the majority of candidates attempted all the questions; however, many candidates missed opportunities to achieve marks in the higher mark bands for some questions as they did not follow the command word in the questions. Candidates provided brief statements for describe and explain questions.

1. This question was well answered with many candidates labelling the diagram correctly and achieving full marks; when incorrectly labelled candidates tended to confuse the scrotum and testis.
2. This question was well answered with a range of correct responses given; the most popular answers included miscarriage, still birth, premature birth, low birth weight and breathing problems. When candidates did not achieve full marks, this was because they incorrectly assumed the baby would be addicted to nicotine. Some answers were vague and could not be awarded marks, for examples, cause disabilities, born early and heart problems.
3. (a) (i-iii) The majority of candidates achieved full marks but should be reminded to write the letter of the answer clearly in the box and to use the answers only once. Some candidates lost marks as the same letter was used to identify two different reflexes.

(b) This question was not well answered as candidates incorrectly identified checks that would be done on the baby immediately after birth - length, weight, head circumference and the PKU test. When correctly answered candidates provided brief responses which included check breathing, heart rate, fingers and toes. There seemed to be a distinct lack of understanding of the checks carried out by a paediatrician within 24 hours after birth.
4. (a) (i-iii) Generally this question was reasonably well answered, however, some candidates confused embryo with foetus.

(b) There were disappointing responses which indicated a lack of understanding of pre-eclampsia. Responses seem to indicate guesswork; popular correct responses included swelling of feet, nausea and high blood pressure.

(c) This question was not well answered with candidates providing vague responses that did not clearly explain the required terms to be awarded a mark for each response.

(i) Many candidates correctly stated that the egg had implanted in the fallopian tube, however a vague answer of the egg implanting or developing outside the womb could not be awarded a mark.

- (ii) Very few candidates achieved marks for this question as they did not identify the baby comes out of the uterus accidentally and too early to survive on its own. Frequently candidates indicated the baby had died in the womb without mentioning the time element of up to 24 weeks; a baby dying in the womb could also refer to a stillbirth.
 - (d) Reasonably well answered with many candidates showing a good knowledge of a contraception method and were able to describe the method and provide some advantages and disadvantages. However, when not well answered candidates failed to structure their response and provided a one-sided response. The question asked for an evaluation of the one contraceptive method so a balanced answer that considered both the advantages and disadvantages was expected for maximum marks in this question. Candidates were limited to the lower mark bands if they only discussed the advantages as was evidenced by many candidates. The male condom and the pill were the most popular methods discussed.
5. (a) This question was well answered with full marks achieved by the majority of candidates. It was good to note that candidates had correctly responded by placing only one tick for each question; responses that ticked both true and false for the same question were very rare.
- (b) On the whole candidates showed a good understanding of points that need to be considered when buying shoes for young children. Answers tended to concentrate on the fit and comfort of the shoes, with reference to ensuring feet were measured before purchasing the shoes. A range of correct answers were identified by candidates who frequently achieved maximum marks.
- (c) Most candidates could identify three functions, such as a safe home, food, love/affection, need to access health care, give opportunities for learning or education for one mark each but many failed to develop their answers by providing reasons to qualify the choices given to be awarded full marks. The more able candidates could provide well focused discussion to support the selected functions or responsibilities. A few candidates did not read the question carefully and discussed the importance of clothing or discussed the purchase of shoes.
6. (a) Disappointingly, very few candidates were able to achieve full marks for this question as clear explanations were not given for the responses in each part.
- (i) Many candidates were able to identify that folic acid was needed to help prevent Spina Bifida but developed answers were limited.
 - (ii) Candidates identified the creation of the bond between the mother and baby with the majority developing the answer for maximum marks.
 - (iii) This part of the question was the least well answered with many candidates showing a lack of knowledge; frequent answers included check for disabilities or to see if there was enough amniotic fluid around the baby plus information on how the test is carried out with the risks involved. If answered correctly candidates identified it was a test that would identify Down's Syndrome but unfortunately did not develop the answer for the maximum two marks; limited information was given about the age of the mother, family history of chromosomal abnormalities or abnormal screening tests.

- (b) Overall, candidates could describe the correct process for the second stage of labour using correct terminology; most achieved at least three marks. Lower achieving candidates were able to briefly identify the process but with stages not always in the correct order – umbilical cord cut, mother pushes, baby now born.
7. (a) This question was well answered with many candidates achieving maximum marks. Antiseptic wipes and the use of a plaster were the most common responses.
- (b) On the whole candidates answered this question well and those who gave detailed discussion scored high marks. A wide range of points were considered but candidates need to be reminded to state the 'because..... factor' if they are to gain marks in the higher mark band. The majority of responses considered the importance of the 'Green Cross Code' and the use of pedestrian and zebra crossings, making sure the child's hand was held with the child kept on the inside of the pavement and the use of safety reins. Parents talking to young children about road safety and dangers was mentioned by some candidates. Disappointingly, a few candidates concentrated their discussion on keeping the children in the garden of the house with locked gates, indoors with the front door locked or moving to a new house in a safer area with no roads. There was also reference to car safety, use of child seats and safe driving by some candidates for which no marks were awarded.
8. (a) Good knowledge was displayed as many candidates identified three different points to consider when choosing toys for young children and were therefore able to achieve maximum marks. However, when candidates identified only safety issues this limited the marks that could be awarded.
- (b) This question was reasonably well answered as candidates were able to describe a range of ways that could be used to encourage children to learn about numbers. Popular answers were given as songs and nursery rhymes, numbered building bricks, games such as snakes and ladders, hop scotch as well as toys with a number theme; children's TV programmes was also a common answer with further reference to the use of mathematical apps. Allowing the child to copy/trace numbers was identified by a few candidates.
9. (a) (i-iii) Some candidates misread the question and identified foods instead of nutrients. However, despite this, candidates responded well and the majority could provide the three correct nutrients. When candidates did not achieve full marks the most common correct answer was for (ii) where calcium was the identified nutrient. (iii) The nutrient which prevents anaemia was the weakest response.
- (b) Reasonable knowledge was displayed as many candidates could describe a variety of ways that parents/carers could use to promote the dental health of young children and overall achieved maximum marks. Popular answers included purchasing a child friendly toothbrush and toothpaste, regularly brushing teeth, visiting the dentist and limiting sweet products. Providing foods containing calcium and snacks such as apples or carrots were not mentioned very often.
- (c) Some candidates achieved maximum marks as a clear understanding with developed responses was shown on how children can be encouraged to enjoy mealtimes. The majority were able to achieve middle banding marks as unfortunately some candidates either incorrectly identified ways to encourage fussy eaters which was not the focus of the question or did not address the

command verb 'explain' and just provided a statement without including the 'because' or 'why' factor. The higher achieving candidates provided examples to clarify their explanations when correct responses were evident. Eating as a family was a common response so the child could take part in conversations. The child helping to prepare meal and table, also use of child appealing crockery and cutlery with colourful food cut into shapes were also popular responses. Occasionally, not serving large portions or force feeding were discussed by some candidates. There was reference to playing with food 'here comes the aeroplane/train', offering a dessert as a reward or other forms of bribery were incorrectly considered.

10. (a) and (b) were equally popular with candidates. On the whole Q10 (a) was answered better with candidates scoring higher marks.

(a) Many candidates used the information gained through the Unit 2 child study and were able to identify how playing with clay or play dough helped the child's development. When answered correctly candidates at the top end successfully named and explained fully all areas of development giving details, for Physical development, examples of different grasps, hand and eye co-ordination, fine motor skills. For Intellectual development, size, colours, creative ideas and imagination were identified. Social development included comments on sharing cutters, conversation and taking turns, whilst being happy with the model made, upset as the idea did not work out or receiving praise for the achievement reference the Emotional development of the child. Occasionally some candidates considered Sensory development with touch and the feeling of the dough in the hand or smell of the dough briefly discussed. It was good to note the use of correct terminology.

A few accounts were narrative with sometimes limited descriptions to support the areas of development identified; more discussion about how the activity helped to improve each aspect of development was required to achieve the higher marks. Sometimes there were only two or three areas of development discussed; Emotional development was often the area candidates failed to discuss. These accounts gained low marks as did a bulleted list of answers which fortunately were not seen very often with this year's candidates.

(b) Lack of knowledge of how parents could help children achieve socially acceptable behaviour was apparent in this question. Many responses concentrated too much on teaching social skills such as sharing, please and thank you, personal hygiene and eating food which was not the focus of the question. Attending playgroup or nursery was often discussed and linked to learning socialisation skills. Some candidates failed to gain marks as they did not focus their answer on the behavioural aspect of the social development of the child.

When answered well candidates displayed good knowledge and covered a range of techniques that could be used with children; however, some candidates did not develop these points fully by providing justifications for their responses which lost valuable marks. Parents being a good role model, having discipline, giving love and praise were common features. Discussion was evident in some candidates' responses about how to teach children acceptable behaviour, the use of 'time out', naughty step and explaining to a child about the unacceptable behaviour. There was also a reference to providing the children with a loving and secure environment and teaching them to treat others in the same way as they wished to be treated.

Summary

Candidates need to read all discursive writing type questions very carefully to ensure they understand the requirements of the question. Where candidates misunderstood the question, or failed to address the command verb, they were unable to access the full range of marks.

Candidates should take time to plan their answer by identifying the 'key words' in the questions then carefully making note of the possible answers that would elicit a well-balanced response to the question. To achieve marks in the higher mark band candidates must show an excellent understanding and application of knowledge.

There was an improvement seen this year where candidates had limited their responses to the allocated lines for each question however, please continue to encourage candidates to clearly indicate where they have used extra pages and to avoid writing outside the boxes on the pages.

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UNIT 2: CHILD STUDY

The Child Studies were generally organised quite well with good presentation. Candidates should be encouraged to produce well-structured Child Studies as that enables them to give information and discussion about all the required areas of their work in order to have the opportunity to access the higher marks. The chosen task should be written out as a title to the Child Study, which would help candidates remain focused on that specific area of development. Physical development was the most popular task. In a few cases it was difficult to identify which task was being studied.

It would be helpful for candidates to be informed of the mark allocation for the five sections of the Child Study so that they can appreciate the amount of work required for a specific section and assist them in organising the time allocation during the 15 hours of controlled assessment. Some candidates provided very detailed background information about the study child's family and environment, including floor plans of the home which earned few marks, yet failed to address the important Analysis and Interpretation of results section where more marks could be gained.

Plan of Action

There were some pleasing well-written plans for both the supervised classroom sessions and the observation sessions with the study child. By producing detailed plans candidates have a clear route through all aspects of the Child Study enabling them to provide relevant information and discussion. There should be a minimum of six planned observations to provide sufficient opportunities to gather all the necessary information. Many candidates stated the resources required for each observation which displayed a good organised approach to the activities. The Time Plan for the observations provides a very useful framework for the gathering of information section of the Child Study and candidates should be reminded that the observations should correspond with their plans. The observations should cover all aspects of the selected area of development with the first visit being used to set up a good relationship with the child. In some Child Studies the planning was rather vague which resulted in the Child Study lacking a focused approach. Candidates need to refer to the title of the Child Study as a reminder of what aspect of the study child's development they are to observe. In some Child Studies there was very limited evidence of planning and often the work did not warrant the marks awarded.

Introduction

The Introduction should contain well-structured aims which enable candidates to work through all sections of the Child Study. As in previous years, many aims were too generic, for example 'producing neat work' or 'finishing within the allocated time'. Candidates must think carefully about the tasks they have to perform to complete the Child Study and express them as the aims. Many aims only referred to the observations of the study child and failed to mention analysis of the results or evaluation of the work undertaken.

It was pleasing to read some well-written accounts of relevant background information on the chosen area of development. All candidates should write a brief report as this provides them with knowledge and a reference from which to start their research work.

The norms of development must relate to both the selected area of development and the current age of the child. It is only necessary to list the norms of development which are to be observed during visits. In some Child Studies candidates had stated norms of development from birth and also referred to areas of development which were not applicable. Candidates need to look carefully at the plan for the observations to ensure they have recorded the appropriate norms. There were Child Studies which had little evidence of recording of norms which frequently meant that candidates did not have any benchmarks to compare the study child with and thus failed to address the aim of the observation work.

Gathering Information

The majority of candidates produced detailed evidence and used their observation time plan to organise the sessions. Once again there were candidates who failed to concentrate on the selected area of development and recorded irrelevant evidence for which no marks could be credited.

Generally the first observation recorded how the candidates established a good relationship with the child by playing together. It also provided an opportunity to obtain some background information and gather evidence, such as the child's height, weight and social or communication skills.

Recording the activities as planned in the observations time plan should provide an outline for this section. There were some very well-written accounts of the various activities undertaken and, by using side headings; candidates were able to provide all the relevant information. However, once again there were narrative accounts in a diary format with very little factual information and frequently no results relevant to the selected area of development. This method of recording information should be discouraged and should only be awarded a few marks, which was not always the case as generous marking was evident in some Child Studies.

One feature of this section should be the results from the various activities for each observation. Some Child Studies lacked this evidence. Candidates should be encouraged to record their findings in a variety of ways. By observing physical development, candidates could present graphs for height and weight and tick charts for gross motor skills, such as walking up steps, numeracy tasks and social skills. Including some of the child's artwork provides excellent evidence of fine motor skills and labelled photographs are also beneficial if permission has been obtained. Sometimes results were found at the end of the Child Studies and ignored by candidates yet would have provided relevant evidence of activities. Discussion of the results can offer some further evidence of an understanding of the task. Candidates cannot be awarded high marks if they do not produce a range of results from the observation sessions. There were instances where generous marks for this section were awarded for studies which contained limited recording of results.

Analysis and Interpretation

This remains the weakest section of the Child Study and sometimes does not appear at all. If candidates have been given the titles of the five sections of the Child Studies, as well as the marking criteria, then they should be aware of the importance of analysing and offering some interpretation of the results.

Frequently candidates gave a brief discussion of the results at the end of each observation which needed to be extended within this section. There should be a holistic approach by reviewing all the results and undertaking some comparison work to the norms of development. The approach should be to list the norms recorded in the Introduction, then the results collected in the Gathering Information, compare them and note any differences. The final task is to offer some discussion about the findings, which was missing from some Child Studies. Candidates need to be encouraged to answer the question 'Why?' about the

differences between the norms and the results. This will give them the opportunity to express some personal opinions and achieve a higher mark. They need to look at the study child's health, family, lifestyle and local environment, all of which can affect every area of development.

In some Child Studies candidates listed norms that had not been tested in activities with the child so there were no results available. Some candidates recorded a narrative account of the results with no reference to the norms and/or offered no personal comments. On occasions results listed were not applicable to the selected area of development and should not be awarded any marks.

This section provides the candidates with an ideal opportunity to show knowledge and express their opinions about the findings from the observation sessions. Without this section the Child Studies fail to show the evidence of how the results have been analysed which is a vital part of any research work. Marking for this section still tends to be too generous in view of a lack of results evidence and personal viewpoints. Centres need to refer to the assessment criteria more carefully.

Evaluation

In this section many candidates offered some focused reviews about all aspects of the task undertaken. Reviewing the aims of the study enabled candidates to reflect on what had been achieved. A common feature was the use of the headings as given in the Criteria for mark allocation which enabled candidates to consider all relevant aspects of the Child Study. There was some good discussion about the benefits of planning the observation sessions. Candidates gave some personal opinions about the various methods used to gain information as well as analysing the results. Some comments were offered about the strengths of the work undertaken and problems encountered along the way. There were some very narrative evaluations which just offered a report of 'What I did' and lacked any review comments, which can only be credited with a few marks. Some candidates did not review their progress of the various tasks of the Child Study and instead commented on the study child's progress which should have been recorded in the Analysis and Interpretation of results.

Presentation

Most studies were organised well and presented in soft files. Centres should instruct candidates not to use hard-covered files in order to avoid unnecessary bulk and postage costs. Please discourage candidates from placing the whole Child Study in a plastic pocket, resulting in a pile of loose sheets of paper which is extremely difficult to manage and moderate. Diary notebooks should be retained by centres and not sent with the coursework. Candidates are required to produce individual, personal Time Logs.

Assessment

As reminded in last year's report, during the Controlled Assessment there should be no input by the teachers. Throughout the 15 hours of the Controlled Assessment time, the candidates must work under examination conditions and teachers must not offer advice or guidance on how individual candidates might improve their coursework. In some Child Studies there was evidence of staff comments. On completion, the Child Studies should be marked and, if required, cross moderated before submitting the selected sample to WJEC. Candidates should not be given opportunity to improve their work after it has been marked.

Administration

Most centres sent coursework to the moderator by the deadline date of May 5. It is important that all centres check the WJEC website and adhere to the deadline dates set out.

This is the last year for these Child Study tasks. New Child Study tasks were available for the cohort beginning the course in September 2016. Please check the WJEC website for details of the current tasks for the Controlled Assessment.

HOME ECONOMICS: CHILD DEVELOPMENT

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UNIT 3: CHILD FOCUSED TASK

As in previous years, Task 2, based on multicultural food, was the most popular.

Interpretation and Analysis

The first approach for the candidates should be to identify and explain the key words in the task to assist them gain an understanding about the requirements of the various aspects of the coursework. There was evidence of good explanation of the key words which enabled candidates to focus on the relevant areas of study. Some candidates chose to explain words that were not included in the task title and which failed to offer any useful information.

Most candidates stated some aims for the task, although many were generic and often not recorded in the correct order. The aims are an essential component enabling candidates to list all the necessary tasks to be undertaken to complete the work.

Research work should be the main feature of this section of the task and candidates should be encouraged to undertake a range of investigations. Primary research work should be supported by secondary research findings. Many candidates recorded good relevant research findings.

Task 1

For this task the primary research evidence came from toy shops, surveys, interviews with parents, websites and questionnaire findings. The secondary research findings contained information about the social skills of young children.

Task 2

For this task the primary research evidence was from nursery and primary schools' menus, food shop surveys as well as interviews and questionnaires. The secondary research findings contained information about the traditional dishes of various countries and the nutritional requirements of young children under five years old.

For both tasks, some candidates had recorded relevant primary and secondary information gaining knowledge to assist them with the task. There was still too much research evidence that had little relevance to the chosen task. Often questionnaires failed to focus on the key words such as 'social skills' and 'multicultural foods'. In general secondary research evidence was much more dominant, but frequently was not linked to the task and so should not be awarded marks.

Drawing up specifications for the social skills activity or the multicultural food dishes were recorded by many candidates, providing them with a clear vision of the required practical task.

The writing of a conclusion for this section was a common feature and candidates offered some good personal viewpoints about their research work.

Once again this section of the task was marked generously in view of the lack of research evidence and a conclusion of the findings. Marks can only be given for work which is relevant to the task and includes primary research evidence.

Selection and Development of Ideas

Most candidates offered a selection of possible ideas supported by some description. The use of a criteria chart helped in the selection and rejection process, although candidates need to include the main focus of the task, either 'social skills' or 'multicultural', as one of the criteria. Candidates working on the multicultural foods task should aim to select five dishes showing different ingredients and practical skills. Some candidates offered good discussion about the final selection as well as explaining why other ideas had been rejected.

Candidates should be encouraged to discuss the results from the chart as evidence to support their final selection. This was often absent and frequently it was difficult to identify what social skills activity or multicultural food dishes had been selected. A few candidates did not undertake a selection process and just offered their final choice, so were only able to gain a few marks.

Planning

Experimental work was a common feature in this section. Candidates had undertaken some trialling of materials and techniques for the social play activity. Where there had been opportunities for recipe trialling, the results had been recorded. Labelled sketches, illustrating the presentation of dishes and discussion about adapting the ingredients, were also included. By offering an evaluation of these experimental activities, candidates possess better knowledge and practical expertise for carrying out the practical element of the task.

Most candidates produced sufficient information about the making process of either the social skills activity or the food dishes, including some evidence of hygiene and safety rules.

To gain higher band marks there should be evidence of experimental work and discussion as well as detailed planning information. There was some generous marking of this section in view of the lack of experimental evidence from some candidates.

Making

When producing a social skills activity, or a selection of multicultural food dishes, candidates are required to work independently. The final outcomes should be photographed and included in the evaluation section of the task. Some folders lacked photographs which made the moderation process more difficult. Some centres need to study the marking criteria more carefully as there seemed to be generous marking, considering the limited skills shown by some candidates.

Evaluation

The majority of candidates evaluated both their practical and theory work as required, using the headings in the criteria for mark allocation, which enabled them to comment on all the relevant aspects of the task.

The evaluation of the social skills activity and the multicultural food dishes was done quite well and there was some pleasing discussion about the practical work undertaken, the skills learnt and possible improvements. There were opportunities for young children to play with the social skills activity and also sample the multicultural food dishes, providing candidates with first hand evaluation evidence.

As in previous series some evaluations were too descriptive, just recording the tasks undertaken and lacking any personal opinions. Candidates should refer back to the aims set out at the beginning of the task and discuss if they have been achieved or not. There should

be analytical comments about the various tasks undertaken, any problems encountered and possible future developments.

Some evaluations were awarded generous marks when they were descriptive and lacked personal and analytical comments.

Assessment

Centres are reminded that the same rules apply to the Child Focused Task as for the Child Study. Throughout the classroom Controlled Assessment sessions, candidates must work independently without any individual verbal or written guidance from teachers. Providing whole group guidance prior to the start of the Controlled Assessment is permitted. On completion the practical work should be marked and the theory work needs to be assessed. Where necessary cross moderation should be undertaken for both the practical and theory elements of the task.

Administration

Please ensure each candidate produces an individual Time Log and writes own name and candidate's number on the first page of the folder.

Once again the use of dark coloured paper or the shading over of text or the use of small size fonts made reading the work difficult. These practices should be discouraged.

It is not necessary to place the paper inside plastic files which add excess weight to the package.

Pages should be secured using treasury tags or can be stapled together either at the top left corner or along the left hand side of the page. Some centres submitted loose sheets which made moderation difficult. The 8 page limit of A3 or equivalent was not always observed.

The new tasks on 'numeracy' and 'protein and calcium' are available for candidates who commenced the course in September 2016 and all future cohorts. The 'social skills' and 'multicultural foods' tasks are no longer current and therefore should not be given to candidates.

Please ensure the WJEC website is visited for details of these current tasks and exemplar materials.

Summary

Some very pleasing coursework had been produced, demonstrating hard work by both candidates and teachers.

HOME ECONOMICS: FOOD AND NUTRITION
GCSE
Summer 2017
UNIT 1: PRINCIPLES OF FOOD AND NUTRITION

- Q.1 All candidates attempted the question with most candidates gaining all three marks.
- Q.2 (a) This question was answered poorly with very few candidates able to give the correct meaning of EARs.
- (b) This question was answered correctly by many candidates, easily identifying the correct Kcal intake from the table.
- (c) Many candidates answered this question correctly, showing clear knowledge of nutrition for specific needs.
- (d) Many candidates answered this question well, correctly identifying a protein and calcium source and function. Knowledge of basic nutrition was evident.
- Q.3 (a) Most candidates correctly stated how to lower the fat content of the sandwich with popular responses referring to change an ingredient for a lower fat version.
- (b) Many candidates were able to stretch their knowledge to provide two reasons why fat should be lowered in the diet. Popular responses included reference to weight gain, obesity and heart conditions.
- (c) Many candidates correctly identified how to improve the dietary fibre content of the sandwich with marks being awarded for reference to wholemeal, brown and seeded bread.
- (d) This question offered varying responses but generally candidates were able to provide the correct function of dietary fibre.
- Q.4 (a) Responses to this question were varied. Too many candidates offered the same reasons perhaps worded differently which only allowed for limited marks to be awarded.
- (b) Some good responses that showed evidence of knowledge and understanding of nutrition with many candidates correctly identifying protein, fat and iron to be found in meat. Many candidates were also making reference to amino acids and B vitamins.
- (c) This question was answered very well with many candidates correctly identifying a named bacteria found in meat.
- (d) This question was generally answered very well with clear knowledge and understanding of the correct storage and transport advice when handling a high risk food. Unfortunately some candidates misread the question and went on to describe how to cook the chicken and therefore limited the number of marks awarded.

- Q.5 (a) This was answered well, candidates clearly stating named sweet and savoury pastry dishes.
- (b) This question was answered quite well and candidates had made links with practical work carried out in lessons. Many candidates correctly identified the processes involved in the rubbing in method. Most candidates gained some marks. Those candidates who scored highly demonstrated good knowledge and understanding of making shortcrust pastry correctly. Candidates who scored well displayed a good understanding and application of theory to practical work. Those candidates who did not score well did not describe how to make shortcrust pastry and instead described how to make cakes using the creaming method, or even bread with the inclusion of yeast.
- Q.6 (a) This question was answered fairly well. Those candidates who scored highly understood how to read and interpret a food label. Some candidates lifted incorrect ingredients from the question.
- (b) This was answered quite well with many candidates identifying two correct additives from the ingredients list.
- (c) This question was generally answered quite well with popular responses focusing on how additives can enhance or improve the colour, flavour and texture of a food. The most popular response made reference to preserving food. Those candidates that scored highly made reference to factory processing methods and used correct terminology throughout.
- Q.7 (a) There were quite a few responses where candidates had understood the difference between a food allergy and intolerance with some candidates providing good examples with causes and effects.
- (b) This question was answered fairly well, it is clear that candidates have understanding of consumerism and the rise in consumer demand for a range of products that are now available for individuals with an intolerance and/or allergy. Many candidates made reference to 'Free from' products stating gluten, wheat, lactose free and sugar free. Many candidates described a full range of products now available.
- Q.8 (a) A well answered question with candidates clearly identifying the varied range of frozen food available to the consumer. Many candidates discussed the high end frozen products now available to consumers. Popular responses included frozen ready meals, pizzas, cook from frozen meats and vegetables.
- (b) This question was answered fairly well. Too many candidates described the use of takeaways and fast food restaurants as a response to convenience food and lacked the depth of a discussion and evaluation. Those candidates that were awarded highly, evaluated the role of convenience food and the responses were supported with good examples and detailed statements linking to customer choice, nutrition and cost.
- Q.9 (a) (i) This was by far the most popular question for the final essay question. Many candidates clearly linking the many health concerns connected with obesity. It was evident that this topic has been covered with candidates as they were able to correctly state the importance of nutrition, healthy eating and linking it to how important it is for children. Many candidates were also able to explain further the effects of not following a healthy diet. A well-covered topic.
- (ii) Again well-structured responses, candidates were able to clearly discuss the many ways in which a school can influence children. The responses clearly identified how the candidate could relate to experiences in schools. Many candidates using good examples of how schools can encourage healthy

lifestyle choices included taster sessions, visiting chefs and encouraging exercise.

- (b) (i) Very few candidates opted for this question. Those candidates that chose this question made some links to the reduction in packaging by food industries. Candidates who scored well made reference to all types of packaging and included reference to primary and secondary packaging.
- (ii) Responses to this section were quite poor. Too often candidates discussed only one aspect of either recycling or reusing leftover food in other dishes. Candidates need to practice discussion of a question using good clear examples and linking the point back to the question in order to gain marks.

General comments

- Far more candidates are attempting to answer all questions which is encouraging
- Many able candidates were not gaining marks on the shorter questions but were awarded very high marks for the essay type responses. It is essential candidates practice all question types as part of revision.
- Weaker candidates were gaining average marks for all questions and accessing half marks or more on the last question, which is as expected.
- Reading questions is still a weakness for many candidates. Mis-understanding and choosing the wrong focus is often the reason why candidates are not able to access higher marks. Candidates need examination technique practice sessions and guidance on interpretation of command words used in questions.
- It was pleasing to see a number of candidates draft a plan to help construct a good discussion for the longer response questions in particular question 8 and 9. This should continue to be encouraged by centres as it strengthens the candidate's ability to focus on the key words.

HOME ECONOMICS: FOOD AND NUTRITION

GCSE

Summer 2017

UNIT 2: FOOD AND NUTRITION PRACTICAL TASKS

The majority of centres submitted samples within the deadline date of May 5. Please contact the subject officer in advance of this date if there are likely to be difficulties in meeting the deadline. In the event of any untoward circumstances, it is vital to alert the awarding body to discuss and negotiate the possibility of an extension.

It is essential to include all required paperwork with the sample, in addition to submitting marks online. This enables moderators to view the mark breakdown in order to identify possible strengths and weaknesses in centre marking and make an overall judgement on the assessment.

In general, the majority of teachers provided very detailed and useful annotation to justify the awarding of marks. This is an invaluable tool in determining fair and accurate assessment and representation of the set grade criteria descriptors.

The quality of presentation of work was consistently good and often excellent, reflecting good planning and organisation, and demonstrating skilful ICT techniques to enhance the work. Individual work should be clearly identifiable and secure with labelled photographic evidence of the practical outcome.

Work should not be sent in heavy, cumbersome folders. Not only does it incur extra postage but it makes handling more difficult.

TASK 1

It is always pleasing to moderate work where candidates have been guided into setting clear and well formulated aims. This good practice helps in maintaining focus to the work and facilitates candidates to meet the assessment criteria and ultimately achieve their potential.

Research techniques continue to improve although primary research was sometimes tenuous, leading to loss of focus on the task topic. Any research carried out needs to be relevant, reflect an understanding of the task and demonstrate ability to interpret information accurately.

Planning for practical sessions needs to show ability to organise tasks within the allocated time. In general, planning could be improved by applying more detail, outlining how the selected dishes can be produced in sequence (dovetailing of tasks) and making reference to hygiene and safety.

A wide range of skill level in individual choice of dishes was evident. Candidates need to be encouraged to demonstrate a variety of practical techniques and skill levels as far as possible.

The photographic evidence displayed a variety of skills; however, for full marks to be awarded, candidates must display an extensive range of skills with high quality finish.

Excellent sensory evaluation was demonstrated but candidates should be encouraged to use correct terminology. A breakdown of costing shows further understanding and the inclusion of specific suggestions for improving the nutritional and sensory qualities of dishes are recommended.

Some work in this task far exceeded the recommended 8 sides of A4 paper. There are strict guidelines in the new Food and Nutrition specifications on the length of written work.

TASK 2

There were many good features evident in the samples moderated from a range of centres. Candidates who achieved high marks demonstrated a good understanding of the requirements of the task, formulating well documented, specific aims with excellent individual approaches.

Competent ICT skills were very much in evidence with candidates using a range of techniques, graphs and charts to present data and information.

A wide variety of dishes were chosen befitting to the tasks and candidates displayed sufficient knowledge to justify their choices with clear personal opinions for selection and rejection. Detailed, dovetailed and accurate orders of work including timings and safety and hygiene points demonstrated good organisation. Evaluations were comprehensive and focussed, meeting all the assessment criteria and recognising strengths and weaknesses with suggestions for further improvement. Many candidates used charts and graphs to good effect when analysing the sensory and nutritional values.

Practical work is a major strength in many centres and this is an excellent base on which to build and enjoy the challenges of the new specifications.

The quality of practical work in many centres was excellent and there was evidence of high quality outcomes, appropriately displayed. Chosen dishes were challenging and well presented, allowing candidates to express some individuality. Comprehensive annotation proved most helpful and excellent photographs supported the high standard of practical work and final outcomes.

Candidates who were only able to access low marks or centres where work was scaled should address some of the following areas for improvement as many of the recommendations will apply to the new Food and Nutrition specifications.

Research and Investigation

Aims were often quite generic and not specific enough to the task topic.

Although research was often thorough, with candidates being able to analyse and identify relevant factors within the context of the task, there was lack of evidence of an individual approach in the selection of appropriate information. Particular strengths were the inclusion of both primary and secondary research, but candidates need more encouragement to use this information to help to justify later choices. In many cases research was not analysed in sufficient detail to enable candidates to become focused in the development section.

Research was often limited, with very little analysis to inform on future decisions relating to choice of dishes. Suitable dishes were explored but reasons for choice lacked any real focus. The setting of specific aims or criteria for choice of dishes would help candidates justify their choices in a more meaningful way.

Development and selection of ideas

The development section had some major shortcomings. This section should include considerable practical trialling and experimentation, before choosing and thoroughly justifying final dishes.

There must be a definite purpose for the chosen experimental work, trialling, testing or comparison activities. Candidates need to use their findings, draw conclusions, make informed choices and justify decisions for final choices. To achieve higher marks these decisions should be discussed giving detailed reasons for selection and rejection. This section should be more than an opportunity to trial recipes.

As experimental work continues to feature strongly in the new specifications this is an area which requires many centres to address for improvement.

Planning and production

Planning could be more detailed and further improved by outlining how the selected dishes can be produced in sequence and making reference to hygiene and safety.

Detailed time plans are an integral part of the final practical assessment. Where weak time plans were in evidence, the awarding of high practical marks awarded were not justified.

High marks awarded for the final practical outcomes need to show a distinct level of skill with highly successful and consistent techniques. The photographic evidence displayed a variety of skills, however, in order for full marks to be awarded candidates must display a high quality finish with an extensive range of skills.

Marks awarded for production did not always display well executed techniques or the level of accuracy which should have been portrayed. Far too many centres awarded inflated marks for this section which were too generous in comparison with other centres.

Although many candidates selected a suitable range of dishes, not all had demonstrated the food handling skills and practical techniques to warrant the high marks awarded.

These are easily achievable goals to aim for in order to improve future achievement. Allow candidates more experience of drawing up time plans for the more complex practical sessions that the new specification demands.

Evaluation

In the evaluation section many candidates lacked clear analysis and conclusions, although the majority did attempt some sensory testing and nutritional value.

Evaluations mainly focused on simplistic statements related to practical work but need to cover all the assessment criteria and be more analytical.

Many evaluations were weak and failed to follow the set criteria. They often lacked depth and simply reflected on practical work with no real critical analysis. Candidates should aim to evaluate all aspects of the task, identifying research strengths, weaknesses and further improvements, not just the final outcomes.

Marking in some centres was found to be far too generous and, as a result, moderators' marks were taken or scaling was applied. These centres are strongly advised to refer to exemplar material and grade descriptors available on the WJEC website.

Assessment for the food preparation task on the new specifications will require candidates to produce a dove-tailed, sequential order of work with timings. Accurate listing of ingredients and relevant hygiene and safety points should be included, with three distinct sections: mis-en-place, cooking and serving.

Candidates will need to demonstrate a range of skills – selection of equipment, knife skills, weighing and measuring, suitable preparation of ingredients, production of dishes/meals demonstrating a variety of cooking methods, timing, working independently, following the order of work, attention to flavour and seasoning and aesthetic presentation. Clear colour photographs of all practical work should be included.

Many of the positive elements of both tasks involve skills that are required for the controlled assessment in the new specification, which bodes well for the future.

Under the advisory guidelines of the new specifications, work which is either too short or too long will be penalised. There are specific guidelines on page allowance, font type, font size and word count as well as strict rules on authentication of work. Teachers and candidates will need to familiarise themselves with the appropriate assessment objectives. It is imperative that candidates, particularly those in the higher mark bands, are aware of the word limitations.

Teachers need to alert candidates to the weighting in terms of quantity of work and time allocation for each assessment objective on the new specifications.

Centres are advised to refer to exemplar material and grade descriptors available on the WJEC/ Eduqas website and to attend the Awarding Body's CPDs. A series of WJEC/Eduqas CPD events are available for the forthcoming academic year.

Candidates will hopefully continue to enjoy the opportunities and possible rewards afforded by the new specification.

HOME ECONOMICS: TEXTILES

GCSE

Summer 2017

UNIT 1: PRINCIPLES OF TEXTILES AND FASHION

It is obvious that candidates still need further practice in examination technique, their ability to read questions accurately and to relate their answers to the marks available.

Candidates should also be encouraged and reminded to relate their written work to the practical work covered during the two year course. Several weaker candidates still appear unable to make this transition of skills.

Q.1 There was, on the whole, pleasing responses to both parts of this question. Most candidates were able to gain full marks for this question.

Some candidates failed to give the correct reasons for choice as the reasons given did not clearly explain why their choices were the odd one out, for example, *overlocking is a sewing machine stitch*, a more appropriate response would be *overlocking is a machine stitch and the others are terms used in the construction of fabric or overlocking is not used to construct fabric*.

Q.2 A pleasing response with most candidates achieving the full four marks.

Q.3 (a) Most candidates were able to list three safety rules to be followed when using an electric sewing machine and were able to draw on their own personal experiences.

(b) Most candidates were able to give two correct uses for the zig-zag stitch on the sewing machine.

Q.4 (a) Whilst this was a straight forward question on the use of fastenings, not all candidates secured the full three marks. Some candidates misread the question and gave repetitive answers focused mainly on the appearance and aesthetics of fastenings.

(b) Generally well answered. Most candidates were able to suggest a suitable type of fastening for both items. However, some candidates still find it difficult to transfer the practical skills and knowledge gained in the coursework element to the content of the written paper.

Q.5 (a) A pleasing response to this question with most candidates able to give a clear explanation of the term appliqué.

(b) A poor response to a basic question on a simple textile technique. Few candidates gained both marks.

(c) There was generally a good response to this question, but the diagrams/sketches submitted varied considerably in execution. Some candidates produced original and creative design ideas based on the sea and made full use of colour and detail. In this type of question the use of coloured pencils should be encouraged to aid the quality of their response. There was limited annotation in some cases.

Candidates should consider the suitability of fabrics and their choice of hand embroidery stitches when annotating their designs. Some candidates failed to include this information in their response and lost valuable marks.

- (d) Generally, candidates were able to discuss at length the reasons why T-shirts are so fashionable and gave relevant examples to support their response. An element of repetition was evident in some cases.
- Q.6
- (a) (b) A disappointing response with very few candidates able to name both knit types and state the differences in their properties.
 - (c) A poor response - some candidates failed to describe the special care needed when washing and drying knitted textile items. Many did not address the question correctly and describe the special care required when washing and drying wool and not knitted fabrics in general.
 - (d) Generally poorly answered. Few candidates were able to explain why knitted fabrics have become so popular for clothing and items in the home. Responses tended to be very repetitive and again many candidates focussed their answers on wool.
- Q.7
- (a) A mixed response, but generally, most candidates were able to identify three points to consider when designing items of sportswear.
 - (b) This was a popular question and the diagrams/sketches submitted varied considerably in execution and the application of colour. The majority of candidates produced original and popular fashion design ideas making full use of design features and detail in relation to sportswear. There was limited annotation in some cases and a few candidates failed to identify suitable modern fabrics.
 - (c) This question was generally not well answered. Candidates did not fully understand the issues involved in the question and proceeded to focus their answers on the general use of sportswear. There were few references made to the influence of the media, sporting celebrities or the increase in leisure time.
- Q.8
- A very mixed response to this question. Generally, candidates had some knowledge of informative labeling on textile products and were able to discuss the various forms of labeling with relevant examples given to support their response. Some candidates did not read the question correctly and discussed at length the importance only of care labels.
- Q.9
- (a) This was by far the most popular choice of question but was not well answered by many candidates. Most candidates did not understand the question and chose to discuss at length their knowledge of up to date fashions and the reasons why some fashion trends come in and out of fashion. Very few candidates were able to discuss wardrobe planning and the buying and choosing of fashionable clothes, or give relative examples. Some candidates mentioned the importance of role models, celebrities and famous fashion designers but failed to mention the various ways of saving money and budgeting when shopping and choosing fashionable clothes. Marks were lost as a result of poor interpretation of the question.
 - (b) Few candidates selected this question. Some attempt was made to discuss how a range of soft furnishings can allow freedom to express individuality in the home. Some candidates did not understand the question and chose to discuss the use of colour in relation to different personalities, interests and current fashion trends in home furnishings. This was a disappointing response with candidates losing valuable marks for poor interpretation of the question and lack of knowledge.

HOME ECONOMICS: TEXTILES

GCSE

Summer 2017

UNIT 2: TEXTILES AND FASHION PRACTICAL TASKS

It was disappointing to note, that again this year, not all of the work arrived on time. It is vital that all work arrives on time in to ensure the smooth running of the moderation process - all work must be sent to the WJEC by 5 May.

Candidates should be advised to make items that are suitable for packing and posting, for example, cushion/quilt covers may be sent without the fillings to save on postage costs. It is acceptable to include photographs of the filled items in the design folios, so that the moderator is able to view the finished effect - the work can be assessed just as well.

Individual work was not always clearly labelled with centre number, candidate number and Task number. Labels need to be attached securely to all practical work and all folder work needs to be clearly identified. Please do not use raw dressmakers' pins which are likely to fall out and can be a safety hazard. It is helpful at moderation when the practical work for Task 1 and Task 2 are packed separately- this was usually done.

Some centres again this year included both the written elements for Task 1 and Task 2 in the same flip folder -- one in the front of the folder and one in the back of the folder - this helps to keep all folio pages together and proved most helpful at moderation.

Most centres provided clear annotation of the controlled tasks but not always. This is important at moderation, so the moderator can see how and why marks have been awarded and which four skills have been assessed in practical items. On the whole, teacher comments and annotation were both helpful and realistic.

Task 1

Folio

It was encouraging to see that the centres approach to the utilisation of the ten hours for this task was more realistic and achievable for most candidates.

Folios displayed a far better approach to the editing of the content including only relevant information within the 4 page limit of Task 1. The limit of four sides of A3 is a skill which can be fostered to select and reject relevant material at the same time as utilising the space effectively - paper flaps, add-ons and the application of colour shading / highlighting over the text, should be avoided.

It would be advantageous to include a clear set of aims to demonstrate their organisational skills in order to access the higher mark grade boundaries and to give a good start as a point of reference when evaluating their work. Some candidates failed to state their aims.

Folios often contained research and information of a very high standard and were very well presented. Most candidates carried out relevant and meaningful investigation into techniques, with sound justifications for final choice.

In the majority of cases the folio pages were formatted well, allowing candidates to achieve pleasing investigative ideas. On the whole the folios were well structured allowing the candidates to gain marks in all sections of the marking criteria. Candidates should be encouraged to show a variety of small practical technique samples particularly on Page 1 of their folios. In some cases, these samples were too large and tended to restrict the information and investigation work allocated for that page.

Design ideas should show more development before the final design is chosen.

Please note that within the exploration/development section of the folio, it is not essential to design more than one type of item - fashion items **or** items for the home. Please note that the Task 1 Folio does **not** require a plan of action sheet or fabric testing, due to this section of the controlled assessment being concerned only with the application of skills.

Evaluations were generally well written, especially where candidates had been given detailed guidance to encapsulate all the assessment criteria. The best evaluations were written under sub headings, where they were tackled in more detail.

It is pleasing to see the innovative use of ICT, but it is not essential in a timed controlled situation. As long as the folio work is clear, legible and in a logical order, it does not hinder in any way the candidates accessing the full range of marks available.

Realisation

A range of outcomes were achieved resulting from clear folio research and a structured route through to the realisation. Realistic items were produced by the majority of candidates. Lively and individual interpretations were achieved in most cases, although occasionally the same basic item had been made by all candidates within a centre, which can limit creativity and an individual approach. Unfortunately, some candidates embarked on items that were too large and contained large amounts of technique repetition. Scaling the size of the products down would give candidates more time to refine and perfect their techniques and gain more marks. The quality of practical skills was a little disappointing in some of the new centres.

The use of existing items is one way of overcoming the time constraint of the task - this was often carried out successfully but needed to be monitored a little more closely if the initial starting item was difficult to work with. This can, at times inhibit the candidates ability to demonstrate the skills that are of a high standard. If candidates choose to make simple items, they could then utilise these better to demonstrate their range of skills and incorporate more construction techniques as well as decorative techniques.

It was particularly pleasing to see a wide range of creative processes demonstrated including painting, batik, dying, creative/free machine embroidery, beadwork, image transfer, etc.

Practical items varied with ability but on the whole the practical work was of a fair standard. The assessment of candidate's practical skills tended to be a little generous within the accuracy section of the assessment criteria - an item must have appropriately neatened seams of a very good quality or intricate embroidery of a high standard to access the higher band of marks. Further guidance regarding the final selection of the practical work may be necessary in some cases to reflect the students true abilities.

It is helpful if candidates are made aware of the assessment criteria to ensure that they achieve their best possible marks.

Task 2

Again, it was pleasing to see the development and progression in some candidates work from their coursework Task 1 to that produced for the coursework Task 2. Most work followed the criteria required, showing good teaching and a logical approach.

Folio

The folios accompanying Task 2, like those of the coursework Task 1, were generally well presented, informative and detailed.

Both briefs proved to be topical and equally popular with some candidates producing innovative work that was a pleasure to mark. Both themes were well researched allowing for a range of appropriate and manageable outcomes which met the marking criteria.

The folios were often stimulated by the brief and many carried out relevant design work, market research and fabric testing.

The majority of candidates were able to plan and collate information succinctly adding key features to illustrate application of knowledge and a sound understanding of the requirements of the task. Higher marked candidates demonstrated good analysis and justification in the investigation section, however, there is no need to submit a questionnaire; please refer to the subject specification and mark scheme for further clarification.

Candidates need to ensure that all research is relevant, related to the task and kept to within the recommended ten sheets. Candidates should be encouraged to research and develop a range of design ideas fully before making their final choice on page one. Often, candidates had a variety of design ideas from which to develop their final design idea, but this was not always clearly shown or justified.

In many cases, candidates displayed interesting design ideas but would benefit from refining their sketches and presentation in order to gain valuable marks. Candidates should be advised to use their own design sketches, rather than just uploaded images, a combination of both would be acceptable.

The planning section from some centres was very limited and did not always reflect an ongoing process. Good candidates benefit by including relevant and informed testing of fabrics, referring to the fibre content to confirm suitability.

Candidates should be encouraged to show an awareness of named fabrics and their possible suitability for the task, this aids the selection and rejection process. Material samples should relate to the chosen item with the selected materials clearly indicated. The testing of construction techniques are important and sampling work should be included before final decisions are made.

Candidates should be advised to show that they have planned their work and investigated the suitability of their chosen fabrics and techniques to improve their marks. Often good and relevant testing of fabrics and techniques was included in folio work. It was very clear that many candidates used their techniques and testing to inform their manufacturing decisions.

Many evaluations were thorough and well done. Most candidates made a reasonable/good attempt at justifying the planning and organisation of the task. More able candidates provided comments on all areas of the work undertaken and accessed the higher marks. The weaker candidates still have a tendency to produce a summative and rather descriptive evaluation of the work undertaken.

Photographic evidence was widely included and was very helpful to the moderation process.

Realisation

Once again, there was a wide range of challenging techniques by the candidates and it was a pleasure to see the use of traditional techniques mixed with new and innovative ideas.

Both the set briefs produced some imaginative responses though far more candidates chose the creative item rather than the garment option. Many of the creative items involved exciting design ideas and interesting fabrics/techniques to create a wide variety of outcomes.

The majority of items made were realistic and showed at least four skills. Candidates should be discouraged from choosing and constructing complex and time consuming items and techniques. The time spent repeating techniques could have been used to perhaps develop the design element more. There was plenty of opportunity for candidates to reflect their ability and improve upon their standard of workmanship.

There were many examples of candidates exploring challenging fabrics and components and attempting to complete contemporary items which would appeal to their age group.

In many centres it was evident that candidates were well aware of the marking criteria and of the areas required to cover to access the full range of marks. Overly ambitious projects could disadvantage many candidates and reduce the time available to complete other features.

Some practical items selected did not always allow the candidates to complete the necessary skills to a high level - smaller more compact items may be more suitable and cheaper to produce.

It may be advisable to steer certain candidates to make simpler items with less challenging selection of fabrics. This would allow them to refine techniques and not be overwhelmed by tricky fabrics. It would also allow them to access higher marks.

Candidates should also be advised to present a variety of practical skills as it is not possible to mark the same skill twice.

Overall, the marking was again fair and realistic, but there are still a few centres where the practical work was slightly over marked. A high level of skill must be evident to gain full marks for each skill assessed.



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