



GCSE EXAMINERS' REPORTS

**GCSE (LEGACY)
HOME ECONOMICS**

SUMMER 2019

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HOME ECONOMICS: CHILD DEVELOPMENT

GCSE (LEGACY)

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UNIT 1: PRINCIPLES OF CHILD DEVELOPMENT

It was pleasing to note that, again this year, the majority of candidates attempted all questions; however, many candidates missed opportunities to achieve marks in the higher mark bands for some questions as a result of not paying attention to the command verb in the questions. Candidates provided brief statements for describe and explain questions.

- Q.1 (a)** This question was well answered with the majority of candidates labelling the diagram of the breast correctly and achieving full marks; when incorrectly labelled candidates tended to confuse the milk ducts and fatty tissue. Only a small minority failed to gain a mark.
- (b)** When answered correctly a variety of responses relating to the nutritional benefits of breast milk for the baby were seen, the most common responses were *contains all the nutrients the baby needs, contains antibodies, baby less likely to develop type 2 diabetes, become overweight and easily digested*. However, many candidates misinterpreted the question and suggested benefits not related to nutrition for example, cheap, limited preparation, increased bonding and some comments referring to the mother – less chance of breast cancer, regain shape. A few candidates tended to make a vague comment on breast milk being healthy therefore not achieving any marks.
- (c)** On the whole candidates answered this question well and were able to suggest two different ways a father could bond with his breastfed baby. *Skin to skin contact* was a very common response with *spending time with the baby, changing the nappy and playing with the child* other frequent responses. Many candidates identified that the mother could express milk and the father feed the baby using a bottle however, when a candidate just referred to feeding the baby with a bottle no marks could be achieved as this could refer to formula milk. A few candidates showed limited understanding of the topic and suggested that a breast pump could be attached to the father for him to feed the baby.
- Q.2 (a)** The majority of candidates achieved full marks but when incorrectly answered candidates stated the placenta was another name for the womb or it surrounds the foetus.
- (b)** Many candidates understood that the *placenta provides food from mother to foetus/baby* but unfortunately many stated minerals or vitamins instead of nutrients therefore were not able to achieve full marks. The second most common response was *to provide oxygen, occasionally remove waste products or carbon dioxide* were seen.
- Q.3 (a)** This question was poorly answered with very few candidates achieving any marks; a lack of nutritional knowledge was apparent and was disappointing considering that the food task was the most popular task for Unit 3.

- (i) Very few candidates identified iron as the missing nutrient in the diet of a lacto-vegetarian. Calcium and protein were the nutrients suggested by the majority of candidates.
 - (ii) When iron was correctly identified, some candidates were able to identify the role of iron in making healthy blood / red blood cells / carrying oxygen around the body.
 - (iii) Very few candidates knew that a deficiency of iron resulted in anaemia.
- (b) This question was not well answered as candidates incorrectly identified that coeliac disease was an allergy or intolerance to gluten whereas it is caused by an adverse reaction to gluten; it is an autoimmune condition. Some candidates were able to identify that products containing gluten/wheat could not be eaten and that gluten free products were available in the supermarkets or alternative types of flour could be used when making some products. Candidates rarely indicated that gluten was a dietary protein found in some cereals.
- Q.4**
- (a) The majority of candidates had some knowledge of the different ways infectious diseases could be spread; the question was well answered with the most popular responses being *sneezing/coughing, sharing cups, touching someone* and *not washing hands*. However, some candidates lost marks by giving sneezing and coughing as two separate ways whereas both are airborne ways of spreading infections. Candidates need to read questions carefully as two *different* ways were asked for.
 - (b) This question was well answered with many candidates achieving full marks with *meningitis, measles* and *chicken pox* being the most popular childhood diseases identified.
 - (c) Disappointingly, very few candidates were able to achieve full marks for this question as clear descriptions were not given considering the topic has recently been highlighted in the news. Few candidates showed an understanding that immunisation helped to prevent a child catching the disease as well as helping to fight it.
 - (d) This question was reasonably well answered with many candidates providing two correct responses; *religious/cultural beliefs* as well as *possible side effects* were popular responses. Many candidates mentioned the possible link to Autism which has now been disproven. Some candidates indicated the parent wanted the child to make a decision when older which indicates a limited knowledge of the immunisation programme available to babies and young children.
- Q5**
- (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) This question was well answered with many candidates achieving full marks with *vomiting* and *diarrhoea* being the most common responses for the symptoms of food poisoning. Candidates should be reminded to use correct terminology as sometimes vomiting was referred to as 'throwing up or puking'.

- (c) Reasonable knowledge was displayed as many candidates could indicate a variety of ways to prevent food poisoning. However, whilst candidates could list several relevant points, they did not always describe the points identified fully to gain marks in the higher band marks. Some candidates suggested reasons for food poisoning happening and not how to avoid it indicating either the question was not read correctly, or the candidates misinterpreted the question.
- Q.6 (a)** The diagram was intended to guide the candidates in explaining how conception occurs, however the three main stages of the egg being fertilised then dividing and moving to implant in the uterus were not apparent in some answers. Several candidates indicated the egg 'dropped' into the uterus without any mention of being fertilised by the sperm or if the egg was fertilised it was done in the uterus not the fallopian tube. Some candidates gave unnecessary detail of why a period happens and whilst the information was correct this was not what the question asked. Sometimes the word 'conception' was misinterpreted by some candidates as they discussed 'contraception' and methods of birth control and therefore could not be awarded any marks. However, many candidates achieved full marks by giving comprehensive answers which included the three main stages and the use of correct terminology, for example, *zygote and blastocyst*.
- (b)**
- (i)** The majority of candidates identified that 'a cut was made' or that the woman needed surgery to remove the baby and achieved the allocated mark. However, candidates should be reminded to use the correct terminology as frequently the response stated that the baby was removed from the stomach or belly and not the uterus/womb.
 - (ii)** Reasonably well answered with the majority of candidates providing at least two correct answers; a selection of relevant answers was given as to why a woman might need a caesarean section the most common being *multiple births, baby in the wrong position, health of mother and baby in distress*. An incorrect answer of being 'too posh to push' was evident but fortunately this was rarely seen.
- Q.7 (a)**
- (i)** This question was well answered with a correct age identified, occasionally an age range was identified that was just outside the correct age e.g. 4-5 years.
 - (ii)** This part of the question was not as well answered as (a)i. Some candidates gave a wide age range e.g. 6-36 months which is not acceptable and consequently did not score any marks.
- (b)** On the whole candidates answered this question well and those who gave detailed discussion scored high marks. A 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 play to developing gross motor and fine motor skills, sharing, taking turns, socialising and learning new things. Many candidates just indicated play would help with physical, social, emotional and intellectual development without explaining how thus limiting the marks that could be awarded.

Some candidates discussed in detail how children would develop friendships, release tension, cooperate with others, learn rules, develop imagination and language, have more exercise and fun and act out feelings, thus achieving the higher mark bands. Sometimes candidates discussed different types of play, for example, manipulative or discovery and whilst this was not asked for some points made by the candidate were relevant which allowed some marks to be awarded.

- Q.8 (a)** This question was well answered with many candidates achieving maximum marks. *Frustration, not getting their own way, attention and tired* were the most common responses.
- (b)** Some relevant suggestions were evident, although sometimes candidates' responses of how to deal with a child having a tantrum were inappropriate, these included *punishing the child or shouting at him*. When correctly answered candidates identified *the use of a naughty step, time out, ignoring the behaviour and diverting attention*. Sometimes, candidates seem to misunderstand and suggested *giving the child what they wanted, give them a hug or some chocolate*.
- (c)** In some instances, this question was well answered where candidates recognised clear stages and understood the progression made by a child in acquiring language. Unfortunately, many focussed on how parents could help their child to learn to read and write. Sometimes, candidates were able to discuss in detail stage one and occasionally move on to stage two so were able to achieve some marks but then jumped to stating the child had a large vocabulary and could have a conversation with long sentences.
- Q.9 (a)** This question was poorly answered as visual impairment was not fully understood; many candidates suggested that this could be remedied by 'wearing glasses'. Very few candidates gained full marks for this question.
- (b)** Better candidates were able to note several relevant points and discuss them in detail which allowed them to score well. Sensible suggestions were made about the child's environment and suitable equipment as well as the importance of attending appointments and special schools. Some suggestions were inappropriate, for example, *tell them to read to you, make them read two pages until they get it right*. Not all candidates fully understood the question and gave information on how to help a deaf child or discussed how they should be loved and cared for. Some points identified were generic and could apply to all children, for example, *play with them, read stories at bedtime and take them to the park to experience other things*.
- Q.10 (a)** This question was very popular with candidates and was answered very well with candidates scoring higher marks than those who attempted **Q10(b)**.

Many candidates gave detailed definitions of at least 4-5 different types of family structures which was not necessary for the question however, within this information many candidates were able to thoroughly discuss the impact of the different family structures on the family members. Emphasis was on *financial strain, loneliness, losing connection with the missing parent which could lead to emotional and mental health problems in the future*. It was good to see positive answers such as *better bonding, quality time, connection with parents and other relatives as well as facing problems helped to make the individual stronger and more independent*.

Many candidates thought that separating was a better solution than to live in a volatile, unhappy situation. Some candidates discussed the holistic effects and gave good examples and achieved marks within the top band.

A few accounts were repetitive with sometimes limited justifications to support their answers, for example, nuclear family may have problems with childcare whereas an extended family can provide lots of free care. These accounts gained low marks as did a bulleted list of answers, though this type of response was seen less this year.

- (b) Lack of knowledge of the importance of attending antenatal clinics was apparent in this question. Many candidates misunderstood antenatal clinics for antenatal classes where pregnant women (and fathers) learn how to care for the baby after birth, for example, feeding, bathing, changing nappies, advice on immunisation and discussed these elements in detail for which marks were not awarded.

However, when answered correctly some candidates understood the value of antenatal clinics and its role of caring for the mother and baby with the emphasis on health checks and tests. The better answers discussed regular tests, for example, blood test for the pregnant mother to test for anaemia, diabetes and pre-eclampsia which endangers both the mother and baby. Blood pressure checked at each visit as well as checking the uterus to see how big the foetus is were also considered. Some were able to develop the test information and discussed screening and diagnostic tests that may need to be conducted. Occasionally reference was made to ultrasound scans, advice from the midwife on diet and a discussion on pain relief and the birth plan. Many understood the value of meeting and sharing experiences with other mothers and this helped to form and maintain a friendship after the baby was born.

A few candidates identified a selection of relevant points but did not develop these points fully by providing justifications for their answers which lost valuable marks. Candidates need to be reminded that the answer should be well balanced covering a range of relevant points to access the higher mark bands.

Summary of Points

- Candidates should take their time to read all discursive writing type questions very carefully to ensure they understand the requirements of the question. Where candidates misunderstood the questions, they were unable to access the full range of marks.
- Candidates should take time to plan their answer by highlighting or underlining the 'key words' in the questions then carefully making a note of the possible answers that would elicit a well-balanced response which addresses the command verb of the question. To achieve marks in the higher mark band candidates must show an excellent understanding and application of knowledge; they should clearly state a fact and fully explain the why factor.
- The majority of the 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 quite well organised and divided into five sections which gave the candidates opportunity to cover all areas of the task. Candidates should be encouraged to produce well-structured Child Studies as this enables them to give information and discussion about all the required aspects of their work to have the opportunity to access the higher marks. The common feature of ICT skills assisted the presentation of the work.

As in previous years, there was a lack of a title page for the Child Study which would have helped the candidates to remain focused on that specific area of development. Many candidates provided irrelevant information about other areas of the child's development which could not be credited. Sometimes it was difficult to identify the chosen task being studied. Once again the physical development task looking at fine motor skills and hand and eye co-ordination was very popular. The majority of children studied were of the ages of 1 to 5 years old, however, there were a few children under 1 year which was not applicable to the task.

Plan of Action

In this section it is expected to have two time plans assisting candidates with the work to be undertaken, this was the case for most centres.

The time plan for the 15 hours of controlled assessment time in the classroom included all areas of the task for completion of the Child Study and overall were quite well documented.

The observation time plan offered some relevant information about the proposed activities with the study child, although frequently these time plans were too brief and not focused on the selected area of development. Candidates need to be encouraged to include more information in the observation time plan to assist them undertake well organised activities. Many pieces of vital information were missing, such as the specific area of development to be observed, the location of the activity, the task the study child would be required to do and the necessary resources. Under the umbrella of fine motor skill and hand and eye co-ordination development frequently there were references to gross motor skills and also other aspects of development, such as recognising numbers, colours and social skills, which were irrelevant. All the recorded activities must relate only to the selected area of development. It is important that candidates fully appreciate the benefits of a detailed time plan for the observations. The time plan should be used as the framework on which to base the six observation sessions with the study child. Letters to parents asking for permission to visit the child and the age of the study child were recorded in this section as required.

In some cases this section was marked a little generously where the time plan for the observation sessions was not focused on the selected task.

Introduction

The Introduction in general contained aims for the Child Study, some of which showed a good appreciation of the work to be undertaken. As in previous years many aims were too generic, for example 'well organised folders', 'producing neat work' or 'meeting the deadline date' and frequently ignored the important tasks of undertaking activities with the study child to gain results about the child's progress and analyse the findings. Candidates need to consider carefully all the tasks necessary to produce the Child Study and record them as the aims. The aims must cover all aspects of the Child Study, including the analysis of the results and evaluation of the work undertaken.

There was evidence of relevant background information about the study child, the family and their lifestyle. Questionnaires were commonly used to obtain information; however, they were often not sufficiently focused on the selected area of development to gain relevant knowledge. There were many questions, such as the study child's favourite food, colour or television programme, which provided limited information related to the focus of the task. Candidates should have aimed to ask questions about the progress of the study child's specific development area, such as physical, intellectual, emotional and social, which would have provided relevant background knowledge. Including information about such things as the family tree, development of teeth, weekly diet and toys for young children was not required and can be credited no marks.

Most candidates recorded some background information about the selected area of development and could have been extended in some Child Studies. It was unnecessary to discuss other areas of development which were not the focus of the task and which showed the inability of candidates to select relevant information.

The milestones 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 milestones which are to be observed during the activities. In some Child Studies candidates had stated milestones from birth and also areas of development which were not applicable. Recording the milestones for gross motor skills was quite common, yet unnecessary, as fine motor skills were being observed. Candidates needed to look carefully at the plan for their observations to ensure they have recorded the appropriate milestones. There were Child Studies with little evidence of recording of milestones, which frequently meant that candidates did not have any benchmarks against which to compare the study child's progress and thus they failed to address the aim of the observation sessions.

This section was marked leniently where candidates had recorded information which did not focus on the theme of the selected task.

Gathering Information

This section is a vital part of the Child Study providing candidates with the opportunity to undertake activities with the study child and display recording techniques for the information gathered.

Within this section of the Child Study the observations, as planned in the time plan, should be recorded. Once again, some candidates failed to follow their observation plan and did not undertake all the relevant tasks to obtain the required results. Candidates should have followed their plan of activities only deviating from this, for example, due to illness or poor weather.

Candidates who used side headings within each recording of the activities were able to produce good structured and informative reports which identified the aims, resources, relevant milestones, method and results. Every activity should have been focused on the selected aspect of development, such as fine motor skill and hand and eye co-ordination, language and communication skills or emotional and social development. However, there were frequent references to gross motor skills being tested as well as other aspects of development, intellectual development in particular. Candidates often ignored any hand and eye co-ordination development despite the study child using that aspect of physical development in the selected activity. Marks in the higher bands cannot be awarded if candidates have failed to address both aspects of the task. Many activities undertaken with the study child assist all areas of development, such as reading a book or building a tower of bricks. Candidates needed to be selective and only focus on the relevant aspect of development, for example the ability of the study child to turn over the pages, pick up the bricks, talk about the story, answer questions, express feelings of happiness and sadness, interact with another person and take turns. Many observation accounts covered irrelevant areas of development which did not warrant any marks.

Once again narrative reports of the observation sessions were evident offering very little factual information and frequently failing to undertake the planned activity with the study child. This method of recording information should be discouraged and only awarded a few marks, which was not always the case with generous marking being evident in some Child Studies.

Most results were presented in a variety of ways, including graphs, tick charts, child's artwork and photographs, if permission had been granted, although some Child Studies only contained results in written text. Candidates need to be encouraged to use a wide range of recording methods for the results which should be labelled clearly. It is preferable for results to be placed at the end of each visit as that provides candidates with an easy means of reference. Results provided the evidence that candidates needed to compare the study child's progress with the milestones. There were some Child Studies which contained few relevant results about the selected task. Marks cannot be given for results that are not linked to the focused task if candidates have failed to be selective in their approach during the observation sessions.

Generous marking was evident in this section of the Child Study where the observation sessions failed to follow the plan, were of a narrative nature and results were not focused on the selected task.

Analysis and Interpretation

It was pleasing to see that most of the Child Studies included this section which enabled candidates to offer some explanation of their results and express their own personal thoughts about the findings. Where this section was absent candidates were only able to be awarded a few marks for any conclusions given at the end of each observation. Some candidates interpreted the results of each individual activity separately which involved quite a lot of written work. A holistic approach would be preferable where the milestones being tested are listed with the findings alongside each one and there could be sub-divisions, such as fine motor skills and hand and eye co-ordination. Other areas of development could be language, communication, emotional and social. These results must be taken from the observation sessions with the study child and this was not always evident in some Child Studies. Candidates can only be credited for recording the relevant results. Frequently there was referencing to results for which no evidence could be found or which were not applicable to the focus of the selected task.

There was a pleasing effort to compare the results with the milestones of development and then give some explanation for the findings. Candidates considered the question 'Why?' and reference was made to the study child's health, family and lifestyle. There could have been more personal discussion included in some Child Studies where only brief statements were offered.

Another tendency was to offer a narrative account of the results with no reference to the milestones or any personal comments provided. Some candidates failed to make any comparison of the results with the milestones and just recorded the results without any supporting discussion.

Once again there were instances of generous marking where there was a lack of evidence in the Gathering of Information section that the selected milestones had ever been tested, the results were not relevant to the specific task, only limited comparisons with the milestones were included and personal viewpoints were vague.

Evaluation

Many candidates used sub-headings, as listed in the marking criteria, which assisted them to review all the relevant areas of the Child Study. This section gave candidates the opportunity to reflect on the work undertaken and review the outcome critically. Some candidates just recorded a narrative account about what they had done and failed to offer any opinions about the achievements and problems they encountered, thus being credited with few marks. A small number of evaluations focused on the progress made by the study child and ignored the reviewing of the Child Study, which was incorrect. There was good discussion about the benefits of planning and using different methods to obtain information. Most candidates highlighted the range of results obtained and offered some discussion about weaknesses as well as the strengths and further possible developments. Within this section of the Child Study candidates should aim to have an analytical approach to their work and offer personal opinions.

Presentation

Most studies were well organised and presented in soft files. Centres should instruct candidates not to use hard-covered or lever-arch files to avoid unnecessary bulk and postage costs. Please discourage candidates from placing the whole Child Study in a single plastic pocket, resulting in a pile of loose frequently unnumbered sheets of paper which is extremely difficult to manage and moderate.

Candidates are required to produce individual personal Time Logs.

Assessment

During the Controlled Assessment there should be no input by teachers. Throughout the 15 hours of the Controlled Assessment time candidates must work under examination conditions and teachers must not offer advice or guidance on how candidates might improve their coursework.

On completion, the Child Studies should be marked and, if required, cross moderated before submitting the selected sample to WJEC. Centres must carefully check the addition of marks and ensure that the correct mark has been entered for each Child Study. Several clerical errors were identified in the total marks for the Child Studies and on the WJEC secure website.

Centres can view exemplar material on the WJEC website.

Administration

Most centres sent coursework to the moderator by the deadline date. It is important that all centres adhere to the deadline date of 5th May.

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Unit 3 Child Focused Task

Like previous years the food task was the more popular. The focus of both the numeracy task and the protein and calcium task was for children between the ages of 1 year to 5 years old. Candidates should be reminded that recording information and offering discussion about babies from birth to 1 year old, or young children 6 years of age and older, is irrelevant. Centres should remember that credit cannot be given for any work that has failed to focus on the requirements of the task.

It would be beneficial if all the candidates wrote out the task title on either the front cover or at the top of the first page as a reference to assist them to remain focused on the theme during the coursework sessions.

Interpretation and Analysis

In general, most candidates identified and explained 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.

Aims are an essential component enabling candidates to list all the necessary tasks to be undertaken to complete the work. Most candidates stated some aims for the task, although many were generic and often not recorded in the correct order, for example making the food dishes before undertaking the selection and rejection process. Generic aims, such as the presentation of the work regarding the use of ICT skills and working to the best of one's ability, are not relevant and should not be credited.

The major feature of this section should be research evidence recorded from a range of investigations undertaken by the candidates. Primary research work should be supported by secondary research findings. It is vital that all research evidence should be selected carefully and must be relevant to the focus of the task and to children between the ages of 1 to 5 years old.

Task 1:

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

Task 2:

For this task the primary research evidence was from both nursery and primary schools' menus, food shop surveys as well as interviews and questionnaires. The secondary research findings contained nutritional information about both protein and calcium and the nutritional requirements of children aged 1 to 5 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 and often questionnaires failed to focus on the key words, such as 'numeracy' and 'protein and calcium'. For the food task many questionnaires were linked to eating fruit and vegetables, fast foods and the child's favourite foods, none of which were relevant. In general, secondary research evidence was much more dominant, but frequently it was not linked to the task and should not be awarded marks.

The writing of a conclusion for this section was a common feature and candidates offered some good personal viewpoints about their research work. There was some evidence of specialist language and terminology being used by the candidates.

The specifications for the numeracy skills activity or the protein and calcium food dishes were recorded by many candidates, providing them with a clear vision of the required practical task.

Once again, this section of the task was marked generously in view of the lack of research evidence and limited conclusions of the findings. Marks can only be given for work which is relevant to the task and which includes a range of focused primary research evidence supported by related secondary information.

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 focus of the task, either 'numeracy skills' or 'protein and calcium', as relevant criteria. There was evidence of a scoring system being used in some criteria charts which assisted the selection process.

Candidates working on the food task should aim to select five dishes showing various protein and calcium rich food dishes as well as different practical skills. A few chosen dishes failed to conform to the task, for example potato wedges. 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 protein and calcium food dishes or numeracy skills activity 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.

There was some lenient marking in instances where a selection process with supporting discussion was lacking.

Planning

This section of the task contained some experimental work as well as detailed planning for the practical work. There was some evidence that candidates had considered the choice of suitable materials and techniques for the numeracy skills item. It would have been beneficial if samples of the possible materials and techniques, as well as sketches, could have been included in the folders and supported by some discussion about the final choice.

With the food task, candidates discussed changes of ingredients to make the colour, flavour or texture more acceptable to a young child. There was some consideration of portion size and presentation of the dishes to make them visually appealing to young children. Candidates should be encouraged to offer more design work, such as sketches, to support their discussion.

By undertaking experimental work candidates gained the opportunity to adapt and justify their final ideas, enabling them to carry out the practical element of the task. However, many candidates offered little or no experimental work, limiting their marks. Centres must encourage all candidates to consider this essential aspect of the planning section of the task.

In general, most candidates produced sufficient information about the making process for either the numeracy skills item or the food dishes and made reference to hygiene and safety rules

There was evidence of generous marking of this section. For candidates to achieve the higher band marks there should be experimental work supported by discussion as well as detailed planning information.

Making

When producing a numeracy skills activity, or a selection of protein and calcium 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 contained very small photographs which made it almost impossible to view the finished dishes. A few folders lacked photographs making 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

Candidates carried out quite pleasing evaluations and photographic evidence showed some suitable and well-produced numeracy skills activities and protein and calcium food dishes. There was some evidence of the numeracy skills activity being used by a young child and of a wide range of food dishes served attractively to encourage young children to eat them. Sensory evaluation of the food dishes could have been more detailed with some discussion about the visual appeal to a young child. However, once again some candidates only evaluated the practical work undertaken which restricted the available marks that could be awarded. The use of side headings enabled most candidates to address all aspects of the task. There was a tendency for some evaluations to be descriptive and lack analytical discussion. Candidates should be encouraged to give their personal thoughts about the work undertaken. The aims should be reviewed in the evaluation which can assist with identifying and discussing positive and negative issues as well as future developments.

Assessment

Whole group guidance can be given prior to the commencement of the Controlled Assessment sessions. However, please note that, while the Controlled Assessment is being undertaken, teachers are not permitted to offer verbal or written advice or make recommendations to individual candidates, allowing them to redraft their written or adapt their practical work. The practical work should be marked during the session, including the completed food dishes and the numeracy skills item. When completed, the theory sections of the Child Focused Task should be marked and, if required, cross moderated before submitting the selected sample to the moderator by 5th May.

Administration

Please ensure the candidate's name and number is written on the first page of the folder. It is not necessary to place the paper inside plastic files which add excess weight to the package.

The 8-page limit, or equivalent, was not always observed. Pages should 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 moderating difficult.

Please instruct the candidates to avoid using large size fonts thus limiting the amount of information they can record.

Please ensure the WJEC website is visited for exemplar materials.

Conclusion

Some very pleasing coursework had been produced, displaying the hard work of both the candidates and teachers.



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