GCE

Chief Examiner's Report

Nutrition and Food Science

Summer Series 2017

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Education (GCE) in Nutrition and Food Science for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

Contents

GCE NUTRITION AND FOOD SCIENCE

Chief Examiner's Report

Overall, the knowledge and understanding demonstrated across AS 1 and AS 2 was competent and teachers are to be commended for preparing candidates effectively for this new specification. The quality of written communication was very good and many candidates used a wide range of subject specific vocabulary confidently and accurately. A small number of candidates used the answer booklet to write extra details for questions in section A, this is not required. Candidates should use the space provided as a guide to the length of answer expected.

Assessment Unit AS 1 Principles of Nutrition

Section A

Q1 **(a)** The majority of candidates correctly identified the protein foods of low biological value and were also able to suggest two appropriate foods to illustrate protein complementation.

(b) A significant number of candidates explained the importance of protein as a nutrient, rather than addressing the issue of protein quality in relation to young children. This question emphasised the need for candidates to read and understand the question before answering.

(c) The quality of responses was generally good for this question and many demonstrated and in-depth understanding worthy of AS. However, a few candidates discussed the effect of insufficient protein, rather than the effect of illness on nitrogen balance.

(d) This was a challenging question as it focused on the assessment of AO3. However, the majority of candidates answered it successfully and it was evident that they were competent in the skills required to analyse data. This was most encouraging. Only a small number of candidates deviated from the table and compared nutrients other than those stated.

Q2 **(a)** **(i)** Overall the standard of responses for this question was poor. Few candidates demonstrated an understanding of glycaemic loading in relation to carbohydrate. Most candidates responded by incorrectly giving a definition of glycaemic index or carbohydrate loading.

(ii) This was another challenging question where candidates were expected to refer to the data and assess the effects on health. Highly competent candidates were able to demonstrate these skills succinctly. Lower marks were awarded to those candidates who provided a basic definition of glycaemic index without assessing the relevant effects on health and without referring to the table to support their response.

(b) The majority of candidates clearly identified the problems of consuming too much fibre.

(c) Most candidates correctly stated two food sources of intrinsic sugars. A few candidates provided a type of sugar e.g. fructose, rather than stating a specific food source.

(d) As in the previous data questions, most candidates handled the challenge well, using the data effectively and following the command word accurately. However, a significant number included points on protein, fibre and potassium, which were not featured in the table and therefore were not credited in the overall marks awarded.

Q3 **(a)** The question was well answered with most candidates able to accurately discuss the effects of B1 deficiency.

(b) The quality of responses was generally good for this question with many candidates having a clear, precise knowledge of the role of potassium in the body.

(c) Most candidates accurately named three factors that enhance the absorption of calcium.

(d) Many candidates achieved full marks in this question. However, a few responses did not remain focused on vitamins and some candidates did not fully justify the nutritional advice in relation to a pregnant woman. Quite a few responses wrote at length about supplements; if this was focused on vitamins during pregnancy, candidates were awarded marks. This response highlighted the importance of reading the question carefully to ensure a full understanding of what has been asked.

Q4 **(a)** Top band marks were awarded to those candidates who effectively applied specific knowledge and understanding to the question, discussing clearly the importance of achieving an adequate energy intake during an acute illness. Candidates who were unable to demonstrate these skills tended to discuss the importance of energy for an older person.

(b) Most candidates demonstrated an accurate knowledge and understanding of vitamin K in infancy.

(c) This was generally well answered. However, a considerable number of responses suggested, incorrectly, that a low level of calcium puts children at risk of rickets. Some candidates stated 'poor diet' as a reason but did not clarify this with specific examples of what constituted a poor diet in relation to developing rickets.

Q5 This question was very well answered by the majority of candidates. Higher level responses provided a good breadth of knowledge regarding the role of essential fatty acids. However, most answers were lengthy with many three or four times the length expected for 5 marks. Candidates should be encouraged to be succinct to help their time management.

Section B

Q6 This was not a popular choice of question and there were only a very small number of higher level responses. Many candidates were able to identify the main uses of Dietary Reference Values and Estimated Average Requirements in evaluating diets, but they could not explain their points sufficiently.

Q7 The standard of responses varied considerably for this question. Quite a few candidates provided a lengthy general introduction to the topic before addressing the actual nutritional benefits of a range of fluids. Candidates should note that Section B responses are extended answers rather than essays and so lengthy introductions are not necessary. It was also noted that some responses provided very detailed, quite academic accounts of nutrients and lost focus of the fluid being considered. A small number of candidates also included disadvantages rather than remaining focused on benefits.

Q8 This was the most popular question in Section B. The quality of written responses was generally very good. Candidates have become much better at focusing their discussion on the life-stage, in this case, a teenager. Some candidates would have benefitted from being more succinct in their responses.

Assessment Unit AS 2 Diet, Lifestyle and Health

Q1 **(a)** The majority of candidates knew what the letters EAR represent in relation to energy and could accurately account for the difference in energy requirements between males and females.

(b) Overall, this was answered well. The most common error was listing factors affecting BMR rather than factors affecting energy balance.

(c) A good number of candidates handled the data well and analysed it effectively to answer this question.

Q2 **(a)** The majority of candidates accurately defined cancer and outlined how it can develop in the body.

(b) Most candidates were able to accurately explain how overconsumption of meat may increase cancer risk. Some had difficulty maintaining the focus of the question indicating how important it is to read and understand the question before answering.

(c) Misreading the question was also an issue in Part (c) where some candidates described lifestyle and dietary choices when only asked for lifestyle.

Q3 **(a)** The majority of candidates were able to accurately list two non-modifiable risk factors for cardiovascular disease.

(b) Most candidates understood the link between hypertension and cardiovascular disease. Weaker candidates tended to discuss factors that increased the risk of hypertension such as salt and being over-weight rather than the effect hypertension has on cardiovascular disease. There were some very lengthy answers for the fatty acid part of this question. As mentioned before, candidates should aim to provided concise answers.

(c) Responses to this question were disappointing and many candidates discussed only the calorie content of alcohol. Detail on the key nutritional consequences of excessive alcohol consumption is included in the CCEA Factfile entitled Alcohol available on the subject Microsite.

Q4 This was well answered by most candidates who were able to propose and justify both diet and lifestyle advice for adults to achieve a healthy weight. Lower mark bands were awarded when candidates did not refer to adults in their answer or when they focused on either dietary or lifestyle advice rather than both as asked in the question.

Q5 Top band marks were awarded for a competent understanding of how each of the three listed factors had an impact on eating patterns and food choice. Some candidates did not understand all three factors with demographics posing the most problems. A small number of candidates explained how employment and leisure patterns have changed without reference to the impact these factors have on food choice or eating patterns.

Q6 Few candidates answered this question. Most recognised that obesity was a risk factor for Type 2 diabetes but higher marks were awarded to those who were able to identify other risk factors such as family history, age, ethnicity or hereditary factors. Candidates were better able to outline dietary recommendations to help manage the condition and some focused so much on this part of the question that they forgot to also describe the risk factors. Careful reading of the question would have avoided this.

Q7 This was a very popular question and the majority of candidates correctly identified the current guidelines for physical activity. Many went on to demonstrate a highly competent ability to discuss the health benefits of regular physical activity for children.

Good practice:

- Read the question and follow the command word (definitions of the command words used in AS Nutrition and Food Science can be found in the CCEA Factfile entitled Understanding Examination Questions available on the subject microsite).

- Aim to provide a succinct answer using the space provided as a guide to the length of answer expected.

- When answering data response questions, select appropriate data from the table to support your discussion.

- Become familiar with the standard expected by reading the Grade Descriptions on pages 23 and 24 of the specification.

Practices to be avoided:

- Do not ignore the command word.

- Avoid lengthy introductions and conclusions.

- Avoid giving background information to the topic, just answer the question asked.

Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Nola Fitzsimons**
  (telephone: (028) 9026 1200, extension: 2235, email: nfitzsimons@ccea.org.uk)

- **Officer with Subject Responsibility: Dorothee Wagner**
  (telephone: (028) 9026 1200, extension: 2218, email: dwagner@ccea.org.uk)

Corporate member of
Plain English Campaign
Committed to clearer
communication
522

CUSTOMER
SERVICE
EXCELLENCE ®

CSE

INVESTORS
IN PEOPLE

nqa.
ISO 9001
ISO 14001
OHSAS 18001
Registered

Rewarding Learning