

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

MAY/JUNE 2004

FOOD AND NUTRITION

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FOOD AND NUTRITION

ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2004

GENERAL COMMENTS

The Caribbean Examinations Council administered its second open examination in Unit 1 Food and Nutrition and its first open examination in Unit 2 in May 2004. There were some good responses to questions in both Units.

There are some areas of the syllabus where greater depth of coverage is required. These areas are highlighted in the detailed comments on individual questions.

PAPER 01 - Short Answer Questions

The format of both Units is similar. Paper 01 consists of nine compulsory short answer questions. Candidates are required to answer all questions. There are three questions on each of the three Modules in the Unit. Paper 01 tests the grasp of critical nutrition principles and mastery of relevant skills. Candidates' performance was satisfactory.

PAPER 02 - Structured Essay Questions

This paper consists of seven essay questions which test objectives across all Modules. It is divided in four sections. Section I consists of one compulsory question spread across all the Modules. Section II to Section IV each consist of two optional questions and candidates are required to answer one question from each section. Questions in Section II are based on Module I, those in Section III on Module 2 while questions in Section IV were based on Module 3. Candidates' performance was satisfactory, though weaknesses were evident in several areas.

DETAILED COMMENTS

UNIT 1

Paper 01 - Short Answer Questions

Question 1

This question tested candidates' understanding of the sugars of which carbohydrates are composed.

The overall performance of this question was fairly good.

Part (a) of the question seemed to pose the greatest difficulty as many of the candidates were unfamiliar with the chemical formula of carbohydrates.

Performance on part (b) was good. Most candidates were able to define the three different types of carbohydrates.

Performance on part (c) was satisfactory. However, many candidates were unsure of which sugars belonged to the group of disaccharides or monosaccharides.

Question 2

This question tested candidates' understanding of energy balance.

Performance on this question was good.

Performance on part (a) was satisfactory. The stimulus for this question was "John stopped playing basketball for one year and gained 20 pounds of body weight". Candidates were required to give a reason for the weight gain. Most of the candidates paraphrased the stimulus statement rather than demonstrate their knowledge of energy balance.

Part (b) was fairly well done. This was widely known by most candidates who were able to identify at least two ways out of the maximum of four by which John could regain his original weight.

Part (c) posed the greatest difficulty as candidates were not familiar with the term 'implications'. They listed ways of preventing and reducing obesity.

Question 3

This question tested candidates' understanding of the nutritional status of the elderly.

This question was well done.

Performance on part (a) was good. However, some candidates were unfamiliar with the concept of physiological changes and interpreted it to mean general factors that affected the elderly such as social or psychological changes.

In part (b), candidates interpreted the question correctly, but gave vague responses which were not directly related to middle age or to nutritional status, such as 'eat well, or 'live healthy'.

Question 4

This question tested candidates' understanding of the Caribbean Meal Pattern.

Performance on this question was satisfactory.

Part (a) of the question was not well done by the majority of candidates who were not familiar with the term 'meal pattern'. Candidates listed the food groups of the Caribbean and did not mention 'snacks' as part of the pattern.

Part (b) was well answered. Some candidates gave an entire day's menu even though they were required to plan a menu using one of the meals listed at (a).

Question 5

This question tested candidates' understanding of convenience foods.

The overall performance of this question was good.

Performance on part (a) was good. Candidates were able to describe categories of convenience foods, but could not identify the name for the category. For example, instead of 'ready-to-eat foods' they wrote 'foods that can be eaten without having to do any further preparation'.

In part (b), most of the candidates were able to correctly state advantages and disadvantages of convenience foods.

Question 6

This question tested candidates' understanding of sanitation and personal hygiene.

The overall performance of the question was very good.

Part (a) was fairly well done. However, some candidates defined contamination rather than cross-contamination.

In Part (b), where candidates were required to describe ways in which cross-contamination can occur, they listed general ways in which contamination occur instead of cross-contamination.

Part (c) was fairly well done although, in some instances, candidates listed general hygiene practices rather than personal hygiene practices.

Candidates responded well to part (d) by correctly listing the names of micro-organisms which contaminate food.

Question 7

This question tested candidates' understanding of electrical appliances used in industrial kitchens to assist in preparation of foods before cooking.

In general this question was poorly answered.

Part (a) was fairly well done as candidates were able to list electrical appliances used in the kitchen. However, some candidates listed non-electrical and cooking appliances.

Performance on part (b) was weak as candidates did not interpret the term 'features' correctly therefore, they listed advantages of fan-assisted or convection ovens.

Performance on part (c) was poor. Many candidates did not discuss the care and use of the cooking range adequately, while some interpreted 'cooking range' to mean food preparation area/centre.

Question 8

This question tested candidates' understanding of safety practices which should be observed to reduce accidents in the kitchen.

The overall performance of the question was good.

Performance on part (a) was good. Candidates were able to list safety practices which would reduce the risk of fires, even though a few candidates listed general safety practices rather than safety practices specifically aimed at reducing the risk of fires.

Part (b) was done well. Candidates responded correctly, listing hazards other than fires that may occur in the kitchen.

Part (c) was answered well, although some candidates listed traditional methods which are not recommended, such as putting baking soda on burns. Candidates must be exposed to current methods of first aid.

Question 9

This question tested candidates' knowledge of types of meal service suitable for a family celebration dinner at home and factors to be considered when preparing the dining area.

The overall performance on this question was fairly good.

Performance on part (a) was fairly good. Most candidates correctly named the type of meal service. However, some candidates listed types of menus instead of types of meal service.

Part (b) presented the greatest challenge to the candidates. Many listed factors to be considered when planning meals instead of the factors to be considered when preparing the dining area.

Part (c) was satisfactorily done as most candidates described the preparation of suitable hors d'oeuvres.

Paper 02 - Structured Essay

Section 1 - Compulsory Question, Modules 1, 2 and 3

Question 1

This question tested candidates' understanding of global initiatives for the promotion and support of breast-feeding, reasons for taking young children to the health clinic or post, complementary feeding, strategies used to encourage toddlers to eat, methods of ensuring the general safety of food served to toddlers, and principles to be observed when serving food to school-aged children.

The compulsory question was attempted by all the candidates.

The overall performance of this question was satisfactory.

Part (a) was generally well done. However, candidates were not familiar with initiatives used in the Public Health System of many countries to promote and support breast-feeding. Global initiatives of the World Health Organisation include: the 'Baby Friendly Hospital Initiative'; The 'Innocenti Declaration'; 'Breast Feeding Counseling-An 18 hour Training Course'; and 'HIV and Infant Feeding - A Training Course'.

Performance on part (b) was weak. While many candidates showed an understanding of complementary foods, they did not include the fact that breast-feeding continues while other foods are introduced. They had a general idea of the 'multimix principle' but gave the patterns of the three mix and four mix rather than the examples of the foods that make up these mixes. Where candidates were asked to list qualities of complementary foods, they described advantages rather than qualities such as nutrient-dense, energy-dense, easily digested, smooth, thick consistency, free of lumps, free from hot seasonings and combinations of nutritious foods. It must be pointed out that complementary foods do not have to be nutritionally balanced, colourful or attractive since complementary foods are often new foods which should be carefully introduced one at a time in order to detect allergies.

Performance on part (c) was satisfactory. Candidates correctly identified choking as the major safety concern associated with feeding toddlers. Candidates concentrated on hygiene as a major method of ensuring safety but ignored points such as size, consistency of food and avoidance of hazardous things such as bones, nuts, seeds and hard small sweets. Many candidates misinterpreted principles which should be observed when serving food to school-aged children for nutritional needs of school-aged children.

Section II - Module 1

Question 2

This question tested candidates' understanding of the benefits of maintaining a healthy lifestyle, and the risk factors, control and management of atherosclerosis.

This question was attempted by 60 per cent of the candidates. The overall performance on this question was fairly good.

Performance on Part (a) was good. Most candidates stated benefits of a healthy lifestyle, but there was too much repetition of many of the same points.

In Part (b), candidates did not understand the term 'risk factors'; instead they gave implications, and descriptions of atherosclerosis.

Part (c) proved to be challenging as candidates gave general statements such as eating healthy or eating a balanced diet, for ways in which the diet can be managed to help control atherosclerosis. Expected answers included: reduce total fat intake; select low fat foods; use alcohol in moderation; consume more vegetables and fruits; balance food intake with physical activity and increase intake of complex carbohydrates.

Question 3

This question tested candidates' understanding of the process of digestion of a slice of banana bread, and the health effects of dietary fibre in the diet.

This question was attempted by 40 per cent of the candidates and the candidates who responded to the question made a good effort.

Performance on Part (a) was mediocre as evidenced by candidates not being able to fully explain the process of digestion, mentioning all the enzymes and nutrients which are broken down and where they are absorbed.

In Part (b), candidates were able to explain at least two benefits of dietary fibre but found difficulty in explaining others without repeating themselves.

Section III - Module 2

Question 4

This question tested candidates' understanding of the production of home-canned carrots, types of nutritional information that is provided on a can of mixed vegetables and reasons for processing low-acid foods at a particular temperature range.

This question was attempted by 16 per cent of the candidates.

Performance on part (a) was poor. Many candidates seemed to be unfamiliar with the processes involved in the home-canning of vegetables. Basic processes are as follows:

1. Washing and cleaning of vegetables
2. Cutting in desired shapes and sizes
3. Covering with boiling water and bringing to the boil so as to pre-cook
4. Sterilizing jar
5. Packing hot vegetables loosely to within 1 1/4 inches of the top
6. Covering with boiling water, adding salt, leaving a space between liquid and jar lid to allow for expansion of food when it is heated
7. Creating a partial vacuum with the seal
8. Placing bottles in water and keeping pressure constant for 35 minutes

In part (b), candidates were able to state that low-acid foods needed temperatures to destroy bacteria, but did not explain that certain bacteria which are deadly, such as clostridium botulinum, can grow and produce toxins in low acid mediums, and that these temperatures can be reached only in a pressure cooker.

Performance on part (c) was good as evidenced by the candidates' ability to list nutritional information found on labels of canned vegetables, even though some gave general rather than nutritional information.

Question 5

This question tested candidates' understanding of a regular diet, types of modifications of the regular diet, disorders that may be treated by modified diets and reasons for cooling food.

This question was attempted by 84 per cent of the candidates.

Performance on part (a) was weak. The majority of the candidates could not define a regular/standard diet; instead they defined the term 'diet'. Candidates were unable to state basic modifications such as: modification in basic nutrients; modification by energy; modification of consistency; modification by elimination of certain foods; and modification in the amounts of fluids. For the most part, candidates were able to identify disorders which require nutrient modifications but not conditions which require other types of modifications.

Part (b) was well done by the candidates as evidenced by them correctly noting that improper cooling of food is hazardous because bacteria can multiply. However, they did not proceed to state that this would lead to food poisoning.

Performance on part (c) was fairly good. Many candidates correctly identified ways to reduce cooling time but could not state reasons for the effectiveness of each method.

Section IV - Module 3

Question 6

This question tested candidates' understanding of converting the total yield and portion size of standard recipes, and preparing and preventing curdling in cream soups.

Performance on this question was good. The question was attempted by ten per cent of the candidates.

Performance on part (a) was weak. Candidates had a general understanding of the concept but were unable to articulate their answers well enough to attain maximum marks. Expected responses included the fact that total yield needs to be changed when the number of servings required increased or decreased and the portion size remained the same. The portion size needs to be changed when the energy requirements are different, for example, when catering for small children or for athletes with high energy requirements

Part (b) was well done as evidenced by candidates correctly converting the ingredients in the recipe to adjust the yield. However, they did not calculate or show the conversion factor.

While most candidates were familiar with the steps for making cream soups, they could not explain how curdling could be prevented.

Question 7

This question tested candidates' ability to select foods from a given list and to suggest savoury and sweet dishes which could be prepared using those foods, how two foods could be used as decorations or garnishes and adapting a cake made by the creaming method using fresh fruits from the list.

Performance on this question was very good and the question was attempted by 90 per cent of the candidates.

Performance on part (a) and part (b) was good. Candidates gave appropriate examples of savoury and sweet dishes as well as garnishes and decorations.

Performance on part (c) was satisfactory. Some candidates seemed not to be familiar with the creaming method of cake making, while the majority of candidates who attempted this section did not state how they would retain the texture especially when extra liquid was added.

UNIT 2

Paper 01 - Short Answer Questions

Question 1

This question tested candidates' understanding of cultural or traditional factors that influenced the diets of people in the Caribbean, and the variations which could improve the nutrient content of indigenous dishes while maintaining their cultural authenticity.

The overall performance on this question was good.

Performance on part (a) was satisfactory. However, candidates misinterpreted cultural/traditional factors for traditional cooking and preparation practices.

Candidates responded fairly well in part (b), as evidenced by the listing of appropriate indigenous dishes popular in their territory. In response to making variations to improve nutritional value, many candidates concentrated on variations in general and not those designed to improve the nutritional value of the dishes. Others listed the addition of herbs and spices which do not significantly change the nutritional value of foods.

Question 2

This question tested candidates' understanding of indigenous tools traditionally used in the preparation of foods. They were given a list of foods and were required to include one in a creamed cake recipe.

The overall performance on this question was very good.

In part (a), the majority of candidates were able to list indigenous tools and their uses. A few candidates listed tools such as 'a barbecue grill'; 'colander'; 'frying pan' and 'knife' which are not considered to be indigenous.

Performance on part (b) was fairly good. Candidates were able to explain how the food would be prepared, for example 'pureed' or 'grated', but did not state how the food would be incorporated into the creamed mixture. Generally, candidates did not demonstrate an understanding of maintaining balance in the creamed mixture to achieve the desired texture. In most cases, they needed to explain the adjustment to liquid and fat.

Question 3

This question tested candidates' understanding of measures to avoid contamination of food during the cooking and preparation process, and of regional organizations responsible for disseminating information on disaster preparedness and strategies used by these organizations to ensure availability of food in a disaster situation.

The overall performance on this question was very good.

Candidates responded well to Part (a) as evidenced by their ability to list indigenous foods to be served at a school canteen.

In part (b), many candidates identified general ways to prevent contamination during the preparation and cooking process rather than ways specific to the dishes that were selected.

Part (c) posed a challenge to some candidates since they were able to list only one organization responsible for disseminating information on disaster preparedness. In addition, they were limited in their knowledge of the strategies used by the organizations. Expected responses included: stockpiling of dried foods; storage of potable water; selection of shelters where assistance would be made available; provision of training for technicians and professionals; and provision of advice to the public on how to prepare for disasters.

Question 4

This question tested candidates' understanding of physical characteristics, methods of preservation, and preparation processes of white fish.

The overall performance on this question was fair.

Performance on part (a) was weak. Most candidates did not provide appropriate responses to identifying physical characteristics of white fish. They gave responses such as 'soft flesh' and 'scaly'.

Part (b) was well known as most of the candidates named appropriate preservation methods and demonstrated an understanding of the basic processes carried out on fresh fish in preparation for preservation.

In part (c), many candidates were unable to state changes which take place during preservation. The most popular response was that the fish 'became salty'.

Question 5

This question tested candidates' understanding of agencies concerned with the safety of the food supply, factors that affect the safety of processed foods and ways in which spoilage of food can be reduced during transportation from the farm to the factory.

The overall performance on this question was very good.

Parts (a) and (b) were generally well done. However, in part (b), many candidates repeated the same points; therefore they were unable to gain maximum marks.

Part (c) was widely known by the candidates as evidenced by their correct responses.

Question 6

This question tested candidates' understanding of food additives commonly used in food production, advantages and disadvantages of using chemical additives and the meaning of the acronym 'GRAS'.

The overall performance on this question was good.

Performance on part (a) was good. Candidates were familiar with the category of food additives used in various food products but were unable to name the specific additive.

In part (b) candidates were able to explain the meaning of 'GRAS'.

Part (c) was widely known though some candidates made vague statements such as 'additives cause cancer'.

Question 7

This question tested candidates' understanding of ways in which the HACCP approach to food safety can be helpful in ensuring the quality of food in large scale food preparation, and factors that affect the quality of preparation and service of food.

The overall performance on all parts of this question was good as evidenced by the correct responses made by the candidates.

Question 8

This question tested candidates' understanding of the term 'master menu', factors to be considered when planning menus for a medical institution, menu planning tools and ways in which the multi-mix principle can assist in planning menus.

The overall performance on this question was satisfactory.

Performance on part (a) was good. Many candidates had a general idea of what was meant by a 'master menu'. However, they did not state that an institution uses it for a given period of time.

In part (b), most candidates listed general factors to be considered when planning menus rather than planning for a medical institution.

In part (c), many candidates seemed totally unfamiliar with menu planning tools such as recipe books, files with previous menus, menu forms, food exchange lists, standardized recipes, and food composition tables.

Performance on part (d) was fairly good as demonstrated by the candidates responding appropriately.

Question 9

This question tested candidates' understanding of ways in which kitchen staff can adhere to serving specified portions of food, strategies for controlling the cost of meals at an institution, and comparing and contrasting à la carte and table d'hôte menus.

The overall performance on this question was good.

Performance on part (a) was satisfactory. Most candidates were able to suggest at least one way to adhere to portion sizes.

In part (b), although the majority of candidates understood the meanings of the two types of menus, they could only state the major differences and could not identify similarities.

Part (c) was well done as evidenced by the candidates responding with appropriate strategies for controlling food cost.

Paper 02 - Structured Essay Questions

Section I - Compulsory Question, Modules 1, 2 and 3

Question 1

This question tested candidates' understanding of suitable Caribbean indigenous dishes to be served at a restaurant in a non-Caribbean setting, factors to be considered when selecting the menu; traditional beliefs and misconceptions of food; indigenous preserves that can be processed at home; suitable packaging for the preserves; nutritional information to be placed on the label; reasons for loss of nutrients during preparation and storage; and types of food service used in food establishments.

This compulsory question was attempted by all candidates.

The overall performance on this question was good.

Part (a) was well done as evidenced by the correct responses given by candidates. However, some candidates named food items instead of dishes. In identifying factors to be considered when selecting dishes for the menu, some candidates concentrated on general factors to be considered when planning meals and missed the opportunity to translate the knowledge of meal planning into the specific situation of selecting cultural dishes in a different setting. The last section required candidates to identify traditional beliefs or misconceptions about foods. Many candidates missed the word 'traditional' which qualified the statement, and looked at popular trends or food fads which exist in society today. While different territories have varied misconceptions, the candidate has to be able to distinguish between what is 'popular and trendy' and what is 'traditional'.

Performance on part (b) was good as evidenced by the ability of candidates to identify indigenous preserves suitable for processing and packaging at home. There were a few instances of candidates naming the process and not the actual preserve; for example, pickling and salting rather than pickled beets or salted fish. Candidates generally selected and discussed appropriate materials for packaging the preserves. Where candidates were requested to discuss types of nutrition information included on food labels, many of them listed the types but did not attempt to explain them.

Part (c) proved challenging to candidates as many were unable to discuss causes of loss of nutrients associated with preparation and storage of a raw vegetable salad. The few who gave appropriate responses were able to mention just one cause but could not explain why nutrients are lost in this way. The last section, which tested the candidates understanding of types of meal service, was not well done. Many candidates incorrectly interpreted types of meal service as types of menus.

Section II - Module 1

Question 2

This question tested candidates' understanding of environmental and cultural factors that influence food choices in the Caribbean, preparation of a national dish (entree only), and the application of the HACCP system when preparing the entree.

This question was attempted by 82 per cent of the candidates and those who attempted the question performed well.

Performance on part (a) was satisfactory. However, candidates did not interpret environmental and cultural factors correctly and listed preparation practices that are common in the Caribbean. Expected responses included: environmental factors; geography of land; quality of soil; climatic conditions and technology; cultural factors and beliefs; food preferences; education; fads and fallacies; misconceptions; socio-economic status; impact of tourism; impact of media; and ethnic heritage.

Part (b) was widely known by candidates. However, many candidates chose any national dish and not an entrée as requested.

Performance on part (c) was satisfactory. Candidates applied the HACCP system to the preparation of the dish. However, responses were not thorough enough. Candidates needed to

- (i) identify all the critical points;
- (ii) state the hazards for each and
- (iii) list the required standard for each critical point.

For example:

| | | |
|--------------------|---|--|
| <i>Purchasing</i> | <i>Contamination and spoilage</i> | <i>Purchase from reliable retailers</i> |
| <i>Preparation</i> | <i>Contamination, cross-contamination and bacteria increase</i> | <i>Wash hands often, sanitize utensils and cutting board</i> |
| <i>Cooking</i> | <i>Contamination from food handler</i> | <i>Use correct hygiene practices Use clean and sanitized utensils Use correct tasting procedures</i> |

Question 3

This question tested candidates' understanding of the food supply network, the impact that chemical pesticides and fertilizers have on the health of a family, and the functions of regulating agencies which monitor food safety in the Caribbean.

This question was attempted by 16 per cent of the candidates. The overall performance of this question was satisfactory.

In part (a), candidates named the parts of the food supply network, but did not provide any explanations.

In part (b), candidates made a good attempt to explain the impact of fertilizers and pesticides on health.

Performance on part (c) was satisfactory. Candidates seemed to be limited in their knowledge of regulating agencies and could not discuss their functions. More attention needs to be directed to this aspect of the syllabus.

Section III - Module 2

Question 4

This question tested candidates' understanding of methods and principles of preserving food, the role of cold and hot temperatures in preserving food, and faults in jam making.

This question was attempted by 30 per cent of the candidates and the overall performance was satisfactory.

Performance on part (a) was satisfactory. Candidates were required to explain how cold and hot temperatures are used to preserve food. Responses were varied as some candidates experienced grave difficulty with the interpretation of this section. Some candidates listed methods of preparation, others concentrated on enzyme action, while the remainder correctly attempted to explain the hindering of microbial growth or destruction of bacteria.

Part (b) posed an even greater challenge to some candidates. Rather than identifying the method of preservation and giving an explanation, some candidates tried to explain why each principle is important in general food preparation. Candidates who correctly identified the preservation method associated with each principle could not always provide an adequate description of the method.

Performance on part (c) was good as evidenced by the appropriate responses given.

Question 5

This question tested candidates' understanding of genetically engineered foods, nutraceuticals, food additives, and freeze drying.

This question was attempted by 70 per cent of the candidates and the overall performance was good.

In part (a), candidates gave satisfactory responses for the meaning of genetically engineered foods and nutraceuticals. However, some candidates did not state that

nutraceuticals were foods or food ingredients. Instead, they were described as ‘things’ that provided some health benefits.

Performance on part (b) was good, as the advantages and disadvantages of genetically engineered foods and food additives were outlined in the candidates’ attempt to explain them.

In part (c), candidates were not familiar with the preservation method of freeze drying.

Section 1V - Module 2

Question 6

This question tested candidates’ understanding of factors which cause food borne illness, the importance of critical temperature zones in cooking and serving food, and quality indicators used by customers in restaurants.

This question was attempted by 67 per cent of the candidates and the overall performance was satisfactory.

In part (a) many responses were repetitive even though they identified correct factors which caused food-borne illness and many of them concentrated on personal hygiene factors. Other expected answers included: food prepared the day before; cross contamination; failure to properly cool food; failure to reheat cooked foods to temperatures that kill bacteria; failure to thoroughly heat or cook food; and foods allowed to remain at bacteria incubation temperatures.

While most candidates seemed to have an understanding of the importance of critical temperature zones in part (b), they were unable to fully explain that harmful microbes can grow in potentially hazardous foods when temperatures are between 40° and 140°F (5° and 60°C). They did not establish that cold foods should be kept below the temperature danger zone 40°F (5°C) and hot food should be kept above 140°F (60°C).

Part (c) was well done as evidenced by candidates giving appropriate responses.

Question 7

This question tested candidates' ability to evaluate a four-course menu, suggest changes that result in the improvement of its quality, and to suggest guidelines pertaining to the following aspects of buffet service: menu planning; table and space arrangement; food presentation and service.

This question was attempted by 33 per cent of the candidates and the overall performance was very good.

Parts (a) and (b) were widely known. Candidates were able to identify faults in the menu and correctly suggest how these faults could be remedied.

Some candidates encountered difficulty with part (c), where they were required to suggest guidelines for buffet service. Some expected responses included the following:

Menu Planning

Items should be easy to portion and serve

Identify a theme and select dishes consistent with the theme

Offer foods prepared by different methods, textures and colours

Consider the expectations of guests

Table and Space Arrangement

Set up stations for very large groups

Allow one foot for each item on the buffet table

Arrange the buffet to allow easy flow of guests through the line

Set up double sided buffet lines

Food Presentation and Service

Vary heights of dishes

Introduce interesting colours in the table covering

Select centerpieces and decorations consistent with the menu theme

Label food items

INTERNAL ASSESSMENT

This paper consisted of a portfolio comprising three pieces of work which tested objectives across all Modules. Candidates, in consultation with the teacher and the guidelines provided by the Caribbean Examinations Council, selected the activities. Each assignment was drawn from each of the three Modules.

Each assignment was marked out of 30. The overall performance of the candidates was good. However, most candidates duplicated the suggested activities noted in the syllabus, instead of drawing from the myriad of objectives given for each Module. All the candidates at a centre completed the same assignment.

The majority of portfolios exhibited a high level of professionalism in organization and were very well presented. Most of the illustrations were clear and creative. The quality of the assignments was appropriate for the Advanced Proficiency Level. However, it is imperative that teachers are aware that a portfolio should be submitted, instead of three distinct pieces.

Some candidates submitted exemplary portfolios. The work of these candidates was scientifically-based and rigorous. These candidates are to be highly commended for their effort. In many instances, there has been great improvement in the level of portfolios submitted for moderation.

Module 1 - Research

Most of the candidates selected appropriate topics and demonstrated knowledge of relevant facts. The literature review was well developed by candidates who were able to source relevant and current information. Data was well presented, but very little reference was made to the data. In several cases, inferences, predictions, or conclusions were not attempted by the candidates. The conclusions and recommendations were not accurately or scientifically based. Similarly, some candidates did not support the analysis of data.

Module 2 - Experimentation

Candidates selected appropriate experiments and demonstrated knowledge of relevant facts. Reports were well written and presented. Most of the candidates developed rationales and formulated valid hypotheses. However, the procedures for the experiments were not clearly documented. In addition, there was no evidence to suggest that experimental methods were modified after critical or unexpected outcomes. This resulted in experiments which were done on a one-shot basis.

Module 3 - Recipe Modification

This assignment presented a challenge to some candidates. Candidates did not first establish a problem before they approached the task of attempting modification procedures. Some projects consisted primarily of preparing smaller or larger batches of the product or removing one ingredient. In many instances the product development and modification were not given adequate attention.

RECOMMENDATIONS TO TEACHERS

Overall, the performance on the examination was satisfactory. This performance can be improved if recommendations to teachers are used as guidelines to help address weaknesses of candidates. Although candidates had an understanding of concepts they did not elaborate and fully develop answers as was expected at the Advanced Proficiency Level. It was clear that some candidates were not familiar with some areas of the syllabus and so they performed poorly or omitted parts of questions. Candidates should, therefore, cover the entire syllabus so that they can satisfy the requirements of the examination. Greater emphasis must be placed on those concepts which can be regarded as current areas of nutrition.

The following suggestions are made to teachers:

EXTERNAL ASSESSMENT

Candidates should be encouraged to:

- Read questions carefully, paying attention to key words.
- Place emphasis on comprehending reasons for certain principles and procedures, rather than just learning by rote.
- Develop responses fully, paying attention to the marks allocated for each part of the question.
- Answer questions with a variety of key words, namely: discuss; explain; list; describe; and define. Ignoring these command words and simply listing responses when required to explain, for example, resulted in candidates' inability to gain as many marks as possible.

- Participate in mock examinations, using past examination papers and administered under examination conditions in order to develop good examination techniques.
- Utilize different media to become familiar with current nutrition issues.
- Place emphasis on research techniques, case studies and problem solving.
- Engage in field trips and work attachments to help in understanding fully nutrition concepts such as methods for assessing nutrition status of children; complementary feeding and breast feeding; nutrition related disorders; and practices and procedures for ensuring safety of food, for example.
- Engage in practical exercises in the identification and use of the nutritive value of food not categorized in the food groups namely: functional/genetically engineered foods; fat replacers; sugar, salt and other substitutes; and convenience foods.
- Develop ideas, and demonstrate clarity of expression. In many cases candidates showed some knowledge of the concept being tested, but could not adequately respond to questions to the standard that is required at the advanced proficiency level.
- Adhere to general instructions. Many candidates ignored the instruction to begin each question on a new page, sometimes without even skipping a line. In some cases candidates did not keep parts of a question together. They should be advised to leave a blank page in the workbook when going on to a new question, if the previous question has not been completed. Also, the question number must be written in the space provided.

INTERNAL ASSESSMENT

Candidates should be encouraged to:

- Seek guidance in choosing topics for projects as well as throughout the entire exercise.
- Select topics that are of interest to them and that relate to a problem in the region or community. This should ensure that there is ownership and motivation for the project.

- Note that literature reviews for each assignment do not have to be extensive, but should be thorough enough to outline the problem and research relevant to the same. This cannot be adequately done in two to three pages. Candidates must utilize a variety of sources and should be taught the APA referencing style for citing sources and developing a reference list.
- Develop rationales and explain the significance of the topic.
- Draw assignments from the variety of objectives suggested in the syllabus.

Recommendations for Internal Assessment in Each Module

Module 1 - Research

- Candidates must not only present the data but they should discuss the data clearly. They should attempt to discuss the most important or significant questions asked in the questionnaire or interview.
- Efforts should be made to guide students in making simple inferences, and drawing conclusions yielded from the data. They must give a summary or conclusion at the end of the project.

Module 2 - Experimental

- Candidates should be advised that a detailed report must be written, which accurately records and reports all observations.
- Efforts should be made for candidates to understand that experiments are not completed on a one-shot basis. It is necessary to repeat and modify experimental methods after critical or unexpected outcomes. For example, if candidates are testing the vitamin content of vegetables, several foods should be tested.

Module 3 - Recipe Modification

- Efforts should be made to introduce candidates to the role of product development and recipe modification. In addition, demonstrations should be completed before students engage in their individual assignments.

- Students should be advised that product development or recipe modification is more than removing or changing one ingredient or just throwing ingredients together. This assignment entails detailed experimentation which usually necessitates several trials prior to achieving success. For this reason, it should involve the altering of several ingredients. Hence, 'baked products' is suggested as an example for modification. For example, at this Proficiency, it is unacceptable to modify the amount of fat in 'beef stew' and view this as competent work,
- Experiences must be provided for candidates to fully understand that a recipe is a formula, thus any change in an ingredient will necessitate a substitution of ingredients. Reliable and quality products cannot be achieved on a one-shot basis.
- Efforts should be made for candidates to understand the role of major ingredients used in recipes, especially baked items. For example, if the amount of sugar in a creamed mixture is changed there must be a suitable substitute or the texture and flavour of the cake will be changed. The goal of recipe modification is to make changes to the ingredients yet retain the flavour, colour, shape, texture and acceptability of the product. Similarly, product development entails creating a product which is pleasing to consumers.
- Candidates should be encouraged to use food composition tables to determine energy values for the original and new product.
- Candidates should be encouraged to formulate valid hypotheses.
- Candidates should be encouraged to record and report methods, observations and results accurately.
- Efforts should be made to explain changes in recipes, even though the recipe is given. Candidates must also document the results of every change and explain why there is need for further modification.