

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008**

**FOOD AND NUTRITION
(TRINIDAD AND TOBAGO)**

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CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

JUNE/JULY 2008

GENERAL COMMENTS

The Caribbean Examinations Council administered its sixth open examination in Unit 1 Food and Nutrition and its fifth open examination in Unit 2 in 2008. 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.

DETAILED COMMENTS

UNIT I

PAPER 01 - SHORT ANSWER QUESTIONS

Paper 01 in both units consisted of nine compulsory short-answer questions. Candidates were required to answer all questions. There were three questions on each of the three Modules in the Unit. Paper 01 tested the grasp of critical nutrition principles and mastery of relevant skills. Candidates' performance was satisfactory. The maximum possible mark was 90. In Unit 1, the mean mark was ____ and in Unit 2, the mean mark was ____

PAPER 02 - STRUCTURED ESSAY

In Unit 1 and 2, Paper 02 consisted of seven essay questions which tested objectives across all Modules. It was divided in four sections. Section I consisted of one compulsory question spread across all the Modules. Sections II to IV each comprised two optional questions, candidates were required to answer one question from each section. Questions in Section II were based on Module I, those in Section III on Module 2 while questions in Section IV were based on Module 3.

The compulsory question in Section I was worth 45 marks and all others were worth 25 marks each. Overall, candidates' performance was good. The maximum possible mark was 120. In Unit 1 the mean was ____ In Unit 2 the mean mark was ____

PAPER 03 - INTERNAL ASSESSMENT

Paper 03 the Internal Assessment comprised a portfolio of two assignments. Candidates were expected to conduct research on a selected theme in the syllabus. The research in the first assignment was expected to form the basis of the experimentation and product development in the second assignment. Paper 03 is worth 90 marks and contributed 30 percent to the candidates' final grade.

Performance on this paper was generally good, with a mean score of ___ out of ___ in Unit 1, and ___ out of ___ in Unit 2.

DETAILED COMMENTS

UNIT I

PAPER 01 – SHORT ANSWER QUESTIONS

Question 1

This question tested candidates' understanding of planning lunch menus for a vegan using the multi-mix approach, Caribbean six food groups, and minerals that help maintain fluid balance.

The overall performance of this question was very good.

Part (a) of the question was well done. Most candidates were able to plan a three-mix meal for a vegan and identify the food group in which each component of the mix is classified.

In Parts (b) (i) and (ii), candidates seemed unfamiliar with the various minerals and their functions.

Question 2

This question tested candidates' understanding of the definitions and effect of negative energy balance and obesity on the body, calculating energy needs of a nineteen-year old.

Candidates scored more in Part (a) because they were familiar with the term obesity and could describe its effect on the body. However, many could not define negative energy balance or comment on its effect on the body.

In Part (b), candidates experienced difficulty with calculating the amount of fat (in grams), which must be excluded from the daily diet in order to reduce the caloric intake by five percent. The expected response is given below:

$$5 \% \text{ of } 2800 \text{ kcal (daily diet)} = 140 \text{ kcal}$$

$$1 \text{ gram fat} = 9 \text{ kcal}$$

$$\text{Therefore fat to be removed} = \frac{140}{9} \text{ kcal} = 15.5 \text{ grams}$$

Question 3

This question tested candidates' understanding of the management and consequences of untreated hypertension.

Performance on Part (a) was good as candidates were able to give lifestyle changes for the management of hypertension.

In Part (b) candidates were able to identify consequences of untreated hypertension such as stroke, impaired vision, hardened arteries and coronary-artery disease, kidney damage, heart attack, congestive heart failure and death, but were unable to describe them in detail.

Question 4

This question tested candidates' understanding of the importance of nutrition terms and facts on food labels, and the role of high and low density lipoproteins.

Performance on this question was satisfactory.

In Part (a) the majority of candidates were unable to define the terms low calorie and reduced calorie. Expected responses were (1) low calorie is found on foods that contain 40 calories or less in each serving and (2) reduced calorie is found on products that have 1/3 fewer calories than a similar product.

Responses in Part (b) indicated that candidates were familiar with the importance of providing nutritional facts on food labels.

In Part (b) most candidates did not attempt to respond to the effects of high-density lipoprotein and low-density lipoprotein on body cells.

Question 5

This question tested candidates' understanding of how several practices safeguard the quality of food products.

The overall performance of this question was fairly good.

In Parts (a) and (c), candidates were familiar with 'use by date' on food labels and adding antioxidants to preserves to prevent spoilage.

Candidates seemed not to be familiar with the other three safeguards namely, avoiding the washing of eggs before storing, adding sodium benzoate to beverages, and subjecting foods to irradiation.

Question 6

This question tested candidates' understanding of modifying menus to improve nutrient value, and food preparation practices to ensure conservation of water soluble nutrients when preparing vegetable salads.

The overall performance of the question was fairly good.

In Part (a), most candidates were able to suggest modifications to the items in the given menu to make it more nutritious and add to the protein, calcium and vitamin D content.

In Part (b), some of the candidates seemed limited in their knowledge of the food preparation practices required to prevent the loss of water soluble nutrients.

Question 7

This question tested candidates' understanding of principles underlying microwave cookery, first aid treatment for burns and ways of preventing accidents when using the microwave oven.

In general, this question was only fair.

Part (a) posed quite a bit of difficulty to many candidates, who seemed not to be familiar with the principle of microwave cookery. Instead they identified advantages of using the oven.

Performance on part (b) was fairly good, as candidates gave good responses for ways of preserving the quality of foods cooked in the microwave oven.

In Parts (c) (i) and (ii), candidates were familiar with first aid treatment for burns caused by hot food from the microwave oven and ways the accident could have been prevented.

Question 8

This question tested candidates' understanding of guidelines for design of a kitchen to ensure maximum efficiency and work flow, and kitchen safety precautions.

The overall performance of the question was good.

In Part (a), although some candidates understood that the design of a kitchen impacted on efficiency and work flow, they were unable to give a complete set of guidelines for design, and in some cases no illustration was provided.

Part (b) was done well as candidates gave good responses for the safety precautions.

Question 9

This question tested candidates' understanding of modification of a Macaroni Cheese and Bacon recipe to reduce cholesterol in the diet, preparation guidelines for reducing the fat content, and purposes of garnishes.

The overall performance on this question was good.

Performance on Part (a) was good as most candidates were able to identify high cholesterol foods in the ingredients list and suggest replacements.

In Part (b), the majority of candidates were unable to give food preparation guidelines for reducing the fat content as related to the dish, but gave them in general.

Part (c) was done well as candidates gave good responses for the purposes of garnishes and suggested a suitable one for the dish given.

PAPER 02 - STRUCTURED ESSAY

SECTION I

Modules 1, 2 and 3 – Compulsory Question

Question 1

This question tested candidates' understanding of the factors which influence food choices, ways of including a variety of nutritionally balanced foods on the menu of a cafeteria, Caribbean meal patterns, Caribbean six food groups, preparing time plans, and garnishes.

The compulsory question was attempted by all the candidates.

The overall performance of this question was fairly good.

In Part (a) (i) the responses were only fair, as candidates experienced some difficulty in the elaboration of the factors which may have influenced an exchange student's refusal of food offered in a cafeteria. Though candidates seem to be aware of the factors that generally influence food choices they were not always able to apply them to the stated instance of a foreign student.

Part (a) (ii) was fairly well done by candidates, as indicated by their ability to suggest ways the owner of the cafeteria may include a variety of nutritious foods in meals to ensure nutritional balance.

In Parts (b) (i) and (ii), candidates were able to describe the meal patterns and types of meals eaten in the Caribbean, and major food groups that provide energy yielding nutrients.

In Part (c) (i), some candidates were unable to effectively prepare time plans, as they did not include evidence of dove-tailing, follow through of each dish to presentation, and the management of temperature and service.

Performance on Part (c) (ii) indicated that candidates were familiar with the preparation of garnishes.

SECTION II**Module 1**Question 2

This question tested candidates' understanding of the process of digestion, and benefits of adequate protein intake in the diet of a toddler.

This question was attempted by 12.5 per cent of the candidates. The overall performance on this question was weak.

Performance on Part (a) was very weak as the candidate did not understand the process of digestion.

Part (b), was fairly well done by candidates as the benefits of adequate protein intake in the diet of a toddler was clearly outlined.

Question 3

This question tested candidates' understanding of the importance of hunger and appetite to adequate food intake, the impact of food safety and sanitation on the nutritional status of young children, and ensuring food safety at a daycare facility.

This question was attempted by 87.5 per cent of the candidates.

Performance on this question was fairly good.

In Part (a), some candidates could not define the terms hunger and appetite, therefore they found it difficult to differentiate between the two terms, or link them well enough to adequate food intake.

Performance on Part (b) (i) was hampered because candidates focused more on the importance of food safety and sanitation, and did not follow through to suggest how this affected the nutritional status of young children.

In Part (b) (ii), candidates clearly outline ways of ensuring food safety at a daycare facility.

SECTION III

Module 2

Question 4

This question tested candidates' understanding to plan a day's menu using local and convenience foods, and the importance of enhancing the appeal of meals.

This question was attempted by 87.5 per cent of the candidates. The overall performance was fairly good.

Performance on Part (a) was good as most candidates were able to plan day's menu using local and convenience foods.

In Part (b), candidates were requested to give reasons for preparation practices which would enhance the appeal of meals. They generally responded well but did not always give details of why the practice enhanced the meal.

Question 5

This question tested candidates' understanding of public acceptance of genetically engineered foods, unsafe practices, and micro organisms found in foods.

This question was attempted by 12.5 per cent of the candidates.

Performance on Part (a) was good. Though genetically engineered foods is a relatively new topic, candidates were able to effectively address the issue of the public's acceptance by suggesting the kinds of questions they would ask on a questionnaire.

In Part (b), candidates were familiar with all the unsafe practices but were unable to identify microorganisms associated with each particular type of hazard.

SECTION IV

Module 3

Question 6

This question tested candidates' understanding of the principle underlying the use of raising agents, and food additives used to improve the sensory characteristics of manufactured foods.

Performance on this question was unsatisfactory. The question was attempted by 12.5 per cent of the candidates.

Performance on Parts (a) (i) and (ii) was weak, as the candidate could not adequately explain principle underlying the use of raising agents. Even though some understanding of popular raising agents was known, placing them in categories or explaining how each one works presented difficulty.

In Part (b), the candidates was familiar with the food additives but did not adequately discussed their role in improving the sensory characteristics of manufactured foods.

Question 7

This question tested candidates' understanding of criteria that should be met for walls, floors and other elements of a kitchen facility to ensure efficiency in food preparation, illustrating suitable cuts for carrots, types of knives, and the procedure for sharpening a knife using a knife steel.

Performance on this question was good. The question was attempted by 87.5 per cent of the candidates.

Performance on Part (a) was good as most of the candidates were generally familiar with the requirements for each of the given elements for a food preparation facility.

In Part (b) (i), while candidates could name the carrots cuts and the knives, they did not provide illustrations of these.

Part (c) was done only fair, as candidates could not fully explain the procedure for sharpening a knife using a knife steel.

UNIT 2**PAPER 01 - SHORT ANSWER QUESTIONS**Question 1

This question tested candidates' understanding of ways to combat under-nutrition in a community and the impact of cultural beliefs on the nutritional status of pregnant women.

The overall performance on this question was very good for the most part.

In Part (a), candidates were able to put forward strategies such as having kitchen gardens, conducting educational sessions and providing food supplements.

In Part (b), candidates gave examples of popular fads and fallacies concerning pregnancy which could have an impact on the woman's nutritional status

Question 2

This question tested candidates' understanding of food security, improving access to food at the household level, and food poisoning.

The overall performance on this question was good.

In Part (a) (i), which dealt with food security, even though most candidates did not fully define food security, they were able to score at least one point for having the basic elements of the definition.

For Part (a) (ii), candidates listed ways of improving household food security. Popular answers included having a budget, buying local foods and having a meal plan. Other possible answers are: buying cheaper cuts of meat, government subsidies for farmers, use of foods in season and preserving foods when there is a glut.

In Part (b), candidates listed measures that the Environmental Health Officers could take to address food poisoning from a school's cafeteria. Most of them indicated that the cafeteria should be closed and that foods should be tested to identify the source. Other expected answers were: (1) the facilities should be inspected, (2) recommendations should be made for improved sanitation and (3) food safety training should be provided for the staff of the cafeteria.

Question 3

This question tested candidates' understanding of how lifestyle changes have influenced breastfeeding patterns, national initiatives that support breastfeeding and guidelines to be followed after a prolonged power outage in order to ensure the safety of refrigerated foods.

In Part (a) (i), candidates listed factors such as the mass media and both parents working outside of the home as major factors which have a negative influence on breastfeeding. Other factors worthy of noting are the (1) prevalence of HIV/AIDS, since the virus can be transmitted through breastmilk, this has negatively affected breastfeeding. (2) Then there is the ease of travel, which has caused many women to travel soon after delivery, either leaving their infants behind or taking formula along with them.

Many candidates were not familiar with Part (a) (ii), initiatives in support of breastfeeding, such as baby friendly hospitals, mother-to mother support groups or work-site day care facilities and therefore listed *Ministry of Health* or *using the mass media to educate women*, as the only initiatives.

Part (b) was generally well done as candidates addressed the issue of refrigerated foods and a prolonged power outage. The popular answers were to keep the refrigerator cold and to discard spoiled foods.

Question 4

This question tested candidates' ability to read and interpret a food label and to select appropriate food packaging for children.

In Part (a) they examined an actual label and identified the parts relating to (1) food allergies, (2) weight reducing diets, (3) food safety and (4) health claims. This was generally well done, however it needs to be noted that the presence or non-presence of cholesterol and transfat, while affecting quality of fats, do not directly affect caloric intake therefore, these elements do not directly relate to weight reducing diets. Instead they directly relate to health claims.

In Part (b), candidates were able to list criteria for the packaging but could not always suggest suitable reasons. A model response is as follows:

- Lightweight, so that it can be carried easily
- Resealable so that contents not used could be secured
- Not fragile, Should be made from materials which would not cause injury when broken.

Question 5

This question tested candidates' understanding of principles underlying the use of high and low temperatures in food preservation and calculating the selling price of a preserve.

In Part (a), candidates stated generally that the high and low temperatures retard the growth of bacteria or destroy bacteria, but did not give examples such as canning, sterilization or pasteurization for high temperatures nor freezing for the use of low temperatures. They did not also refer to the slowing of enzyme activity which could cause oxidation.

In Part (b), they were required to calculate the selling price of a preserved product. Many candidates listed the ingredients with their individual prices, and then totaled these to get the selling price. Candidates should be given practice in performing calculations and be encouraged to include other production costs such as fuel, packaging and labour. When these are all added, a percentage mark up must be calculated and added on to the costs to arrive at the selling price.

Question 6

This question tested candidates' understanding of the physical and chemical changes that occur during the production of cornstarch pudding and the responsibilities of food safety agencies as it relates to the food catering industry.

The overall performance on this question was poor.

In Part (a), candidates were just able to state that the starch grain swell and the pudding thickens. The responses could have been elaborated more. Candidates needed to state that during the process of production the starch is blended with liquid and a suspension is formed. During the heating of the starch, the starch grains swell forming a paste or gel. This process is called gelatinization. As the mixture cools, it further thickens. This is called retrogradation.

Part (b) was generally fairly well done, as candidates listed responsibilities of food regulatory agencies. The popular responses were certifying of workers, training, and inspection of facilities.

Question 7

This question tested candidates' understanding of menu planning requirements for elderly persons who are diabetic.

The overall response was good.

In Part (a), candidates listed points to consider when catering to the dietary needs of an elderly aunt who is diabetic. Though generally well responded to, some candidates looked at menu planning in general. The question required that both factors, "elderly" and "diabetic", be taken into consideration.

Part (b) required candidates to write a three-course menu. They generally responded well to this part of the question giving three courses and taking the dietary factors for *elderly* and *diabetic* into consideration.

Question 8

This question tested candidates' understanding of the importance of portion control, kitchen organisation and its effect on productivity.

In Part (a), the responses provided were adequate for the most part and included that it helps to reduce wastage ensures that customers are satisfied. Other expected answers are that it makes yields easier to calculate and that it helps with cost control.

In Part (b), candidates were able to put forward some points which showed how kitchen organization contributes to greater productivity including that counters should be at the right height, labour saving devices should be used and that planning and organizing of tasks should be done ahead of time.

Question 9

This question tested candidates' understanding of how the real cost of food is calculated, and modification of a popular Caribbean recipe.

In Part (a), candidates correctly provided other factors of calculating real costs of food.

Candidates were required to write a recipe in Part (b). They were able to do this; however, most candidates did not provide quantities, or methods for the recipe. Recipe writing requires a list of ingredients with quantities in good proportion and a method which indicates incorporation of all the ingredients as well as timing and oven and stove top management.

PAPER 02 - STRUCTURED ESSAY**SECTION I****Modules 1, 2 and 3 – Compulsory Question**Question 1

This question tested candidates' understanding of indigenous Caribbean dishes, health implications of nutrients, guidelines for ensuring a balanced diet is consumed, ways in which fortification can assist in improving the nutritional status of a population, the production stages for local sweet, assessing a menu for obese teenagers, and planning meals using the multi-mix principle.

This compulsory question was attempted by all candidates.

The overall performance on this question was good.

Part (a) (i) was well done. Most candidates gave very good responses, when they identified indigenous Caribbean dishes and discussed the nutritional content of these dishes.

In Part (a) (ii), most candidates outlined guidelines that can be followed by a family to ensure a balanced diet.

Performance on Part (b) (i) was fairly well done by some candidates, while some experienced difficulty identifying ways in which fortification can assist in improving the nutritional status of a population.

Part (b) (ii) was answered well. Most candidates were able to list the stages in the production of a local sweet, and identify one suitable nutrient that can be used to fortify it.

Parts (c) (i) and (ii) presented some difficulty since some candidates were unable to fully discuss the faults in the menu provided. They had a general idea of what was not correct, but could not relate these to its unsuitability for obese teenagers. Similarly, they were unable to use the four-mix principle to adjust the menu in order to address the faults identified.

SECTION II

Module 1

Question 2

This question tested candidates' understanding of the factors which influence food choices and eating patterns, and developing original recipes which would appeal to Caribbean consumers.

This question was attempted 50 per cent of the candidates.

Part (a) was very good as observed by the ability of candidates to discuss factors influencing food choices and eating patterns.

In Part (b), some of the candidates experienced weaknesses in recipe writing. Recipes were not named, attention was not paid to originality and two methods of cooking were not incorporated as requested.

Question 3

This question tested candidates' understanding of traditional and modern tools and equipment used in food preparation in the Caribbean, cleaning and sanitizing practices in food establishments.

This question was attempted by 50 per cent of the candidates. The question was generally well done.

In Part (a), candidates correctly identified traditional and modern cooking tools used in food preparation and outlined the advantages of using modern tools and equipment.

In Part (b), candidates had an idea of the importance of cleaning and sanitizing, however they did not specifically relate this to small equipment as requested.

SECTION III**Module 2**Question 4

This question tested candidates' understanding of nutraceuticals and advantages and disadvantages of bottling as a method of food preservation.

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

The performance of this question was satisfactory.

Performance on Part (a) (i) was fairly good. The candidates were familiar with the term nutraceuticals and were able to provide good examples and accurately listed their purposes.

In Part (b), the candidate experienced some difficulty in the interpretation of bottling and included in the discussion anything stored in bottles, as opposed to preserving food by the method bottling.

Question 5

This question tested candidates' understanding of the conservative method of cooking vegetables and the food supply network involving the farmer and retailer.

This question was attempted by 83 per cent of the candidates.

The overall performance of this question was fairly good.

In Part (a), some candidates had difficulty in the interpretation of conservative method of cooking and focused primarily on fuel and energy conservation.

Part (b) was well done by the majority of candidates who were able to identify the challenges faced by the farmer and retailer in the production and supply of food for consumers.

SECTION IV**Module 2**Question 6

This question tested candidates' understanding of improper cooling of large quantities of food, methods to reduce cooling time, and criteria used by customers to assess the quality of food and service in a restaurant.

This question was attempted by 66 per cent of the candidates.

The overall performance of this question was fairly good.

Part (a) (i) was done fairly well by some of the candidates who correctly explained why improper cooling of food is hazardous when preparing food in large quantities.

In Part (a) (ii), some candidates interpreted ways of 'reducing the cooking time of food as 'reducing standing time'. Expected responses include: 1. place foods into shallow pans, 2-3 inches deep; 2. stir food while cooling; 3. transfer food into small containers; 4. place containers of hot food inside a larger container with ice/ice water; 5. pre-chill foods in a freezer for 30 minutes before refrigerating; 6. use containers that facilitate heat transfer.

Part (b) was widely known by most of the candidates as they were able to outline criteria used by customers to assess the quality of food and service in a restaurant.

Question 7

This question tested candidates' understanding of preparation of a vegetarian entrée that included dried legumes as the main ingredient and guidelines for ensuring a safe environment while preparing and cooking food.

This question was attempted by 33 per cent of the candidates.

The overall performance of this question was very good.

Performance in Part (a) was very good as candidates were familiar with types of dishes that can be prepared using legumes.

Candidates' response to Part (b) was very good as they were able to outline food safety and hygiene practices.

INTERNAL ASSESSMENT

This paper consisted of a portfolio comprising two 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.

The first assignment was marked out of 30, while the second was marked out of 60. The overall performance of the candidates has shown great improvement.

The majority of portfolios were very well presented. Most of the illustrations were clear and creative. In some cases the quality of the assignments was appropriate for the Advanced Proficiency Level while others were not of the standard expected at this level. It is imperative that teachers are aware that a portfolio should be submitted, instead of two 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

Module 1 – Research

Most of the candidates selected appropriate topics and demonstrated knowledge of relevant facts. In most cases literature reviews were comprehensive, but sources used were not always cited. Data were 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, they did not support the analysis of data.

Module 2 – Experimental and Recipe Modification

Candidates selected appropriate experiments and demonstrated knowledge of relevant facts. Reports were well written and presented. Most of the candidates did not formulate hypotheses, and the procedures for experiments were in most cases not clearly documented. A large majority of the candidates showed very little evidence to prove that they modified the product after critical or unexpected outcomes

RECOMMENDATIONS TO TEACHERS

Overall the performances on the examinations were satisfactory. 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. Some candidates were not fully prepared for this level of examination. It was also clear that they 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. Modules 3 in both units were extremely weak. Since it might not be possible for teachers to cover every topic in class, it is suggested that candidates be given research on these topics and be allowed to present their work in class. Greater emphasis must be placed on those concepts which can be regarded as current areas of nutrition.

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 will help students to understand fully many 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.

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.

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. Students 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.

Assignment 1 – Research

Candidates must not only present the data but they should discuss the data clearly. They are not expected to present data on all of the questions, but should discuss all of the questions asked on the questionnaire or interview.

Efforts should be made to guide students in making simple inferences, and drawing conclusions yielded from the data. Give a summary or conclusion at the end of the project.

Assignment 2 – Experimental and Recipe Modification

Candidates should be advised that a detail report must be written, which accurately records and reports all observations.

Efforts should be made for students 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.

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

Candidates 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 reaching 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 or salt in “beef stew” and view this as competent work. Therefore, significant ingredients should be altered.

Each modification should be explained in detail, giving reasons why the particular modification was done. After an unexpected outcome, changes should be noted by making a statement concerning the specific modification. For example, when making a jam, the product did not set, therefore, more lime juice was added to the next modification. Examiners are not expected to compare the recipes to verify the changes that were made to the recipes.

Variations of basic recipes are not expected at this proficiency as a modification. For example, original recipe plain cake and modified recipe coconut cherry cake.

Candidates should give the original recipe and then conduct at least two modifications.

Experiences must be provided for students 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 students 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, using tables or graphs.

Candidates should include the results from the sensory evaluation in their discussion.

Candidates should develop a conclusion to summarize their findings.