

GCSE Food and Nutrition FAQs

Unit 1

Does all the subject content have to be taught as it is a vast amount?

Yes, anything within the subject content could be assessed within the written paper. I elaborated on the subject content produced by DfE (and agreed by Qualifications Wales) on purpose so that teachers had a comprehensive list of exactly what needs to be taught.

Will the weighting on the written paper always be A01-15% A02-15% A04-10%?

Yes, they were set by the regulators before the Specification was accredited. I have also produced a guidance list of the question types that address each specific AC. (see CPD pack 2017), so that teachers can prepare learners of what types of questions to expect.

Can Unit 1 be sat on-line?

Yes, you have two options they can either sit a traditional written paper, or it can be sat on-line.

Does the whole cohort have to do either paper version or online?

No, you can decide which candidate does what version. You can do both versions in one cohort. See e-assess for details.

How do we set up an on-line test?

Software is needed to be able to run an on-line test. Please visit [E-Assessment](#).

How long is the exam paper?

1 hour 30 minutes.

What is the total mark for the paper?

80 marks.

Unit 2

Assessment 1

When Centres get the brief for assessment 1 can learners be given some guidance in relation to size of the samples they are going to use for example if it was a pastry task suggest 100g of flour if it's a cake task suggest 1 egg if it's a sauce task suggest 100ml, we would just give one ingredient and they have to work the rest out themselves, as this would prevent them making lots of large quantities, and excess waste?

Yes, that would be fine, although if they have had the opportunity to carry out lots of experiments going through, they should have some idea of minimum quantities.

If they go over the 2500-word allowance will it not get marked?

Technically, yes as that is a regulatory decision and word count is mandatory.

Does the bibliography count in the word count if it's a page at the back?

No, neither do headings and labels on graphs and charts.

Does annotation on photos, words in charts, count towards the final word count?

No just bulk in text should be below the total limit of 2500 words

Is an appendix allowed?

It is not recommended as photographs, charts and graphs can go in the main body of the work, as it's regulated by word limit, not page allowance. The word limits have been agreed by Qualifications Wales

Will templates limit the grade?

I have never recommended templates/proforma for learners above grade C but it depends if they are electronic or paper based. Electronic still allow learners the opportunity to go in their own direction. Setting grade boundaries will be based on quality, not the format of how evidence is presented.

Are learners allowed to undertake some secondary research outside the classroom unsupervised and put it into note form to then access them in a controlled exam setting for typing up?

We would hope learners do some "thinking" and research at home in preparation, but they need to write up, or produce their evidence electronically from their notes in your presence.

Re: the candidates' research. This must be in class under controlled conditions, but this limits their access to a wide range of secondary resources. Please would you clarify what is permitted?

They can do secondary research out of the set hours, but it must be written up in the classroom environment using the notes they've got with them.

If students cannot get access to IT facilities at school can they type up at home? This is on the provision that they have completed all work in draft within school.

Yes, but it's the teacher's responsibility to check work that comes back in is identical so there are no mal-practice issues. I recommend you take a photocopy before they take it home, and then check on return in WP format.

Can students use exercise books when doing their research for assessment in which they have documented previous food investigation work?

Learners would be able to look up experiments they may have carried out previously in order to make informed decisions for the chosen "live assessment", however professional judgement is required here for the set designated hours as the aim is for learners to demonstrate applying knowledge gained during the course to the new brief.

If there are a lot of multi-cultural learners in a centre, how would they carry out investigation work if they needed to use lard e.g. pastry and needed to taste it?

It would be appropriate for learners to state in their introduction that they would be making a perfect pastry for a particular group of people with specific dietary needs and make the variations accordingly.

Can scientific investigation videos be submitted?

As WJEC will accept the work electronically if centres wished to send video footage to support written work that would be okay.

Can centres supply the ingredients for Assessment 1?

Yes, feedback suggests that the majority of schools intend to provide ingredients, and this is acceptable. However, some centres due to financial issues may only supply the basics but encourage learners to provide something only they may wish to use for example. WJEC is mindful of the cost implications here, but Learners should not be restricted in their choice of experiments by the availability of ingredients within centres.

Can the Control be made by the teacher?

Yes, you can also give learners photos of teachers making each stage

Can students do the experiments in groups as long as their write up is individual?

WJEC guidance has always been that conducting experimental work for a “live” task cannot be group work. Everyone must make individual samples for themselves; otherwise the change of person making the sample becomes a change in the variables.

How can you make every pupil hypothesis (prediction) different? Can some be the same?

You can't as it's their individual work, some are bound to be the same which would be acceptable; you know your learners so would know if there was a mal-practice issue.

Can there be a separate hypothesis (prediction) for each experiment rather than one to cover all experiments?

If that's what the learner chooses to do, they would still be able to access marks for this in Section A.

Do the students have to complete 3 or 4 investigations? There seems to be some conflicting guidance.

There is no set number as can be seen in the exemplars produced within the guidance for teaching and CPD packs March 2017.

This assessment is not assessing practical skills (AO3) it is assessing application of knowledge (AO2) and ability to analyse and evaluate (AO4); hence learners must have carried out an adequate amount to give them the opportunity to analyse data, comment and draw conclusions.

Possibly it would be less confusing if learners interpreted what they have to do as the experiment rather than think of each sample as a different experiment?

I recommend at least 6 samples are made in addition to the control, as a broad benchmark, to access the full range of marks.

Remember the 10 hours is recommended not mandatory, but that doesn't mean anyone who is given longer is more likely to gain more marks.

How many variables are learners supposed to test e.g. if for example they were looking at different fats in pastry and hypothesise that butter is the best would they be expected to test just several different types of fats in pastry and then carry out several tests on the pastry to determine which is the best?

It's up to the learners whether they focus on one ingredient or more, and of course the wording in the brief. **The brief is the main driver.**

We have suggested at least 6 tests plus controls are carried out to allow learners to access the full range of marks, but these could be changing one variable e.g. fat type in pastry, or more than one variable, fat and flour in pastry, possibly once the best fat has been identified to take work further.

We anticipate higher end learners will explore changing more variables than lower end, e.g. lower end may just change ratios of ingredients; higher end may change ratios and ingredients.

The tasks have been written to allow learners flexibility, remember this is an individual task so ideas and outcomes produced may well vary between learners.

We want learners to be able to show innovation and not produce work which is all the same.

Are the number of investigations linked to the grade boundaries?

Grade boundaries will be set according to the quality of the work not on the number of samples/ experiments etc.

We do not want to say a distinct number for a grade as that is very prescriptive and I feel learners need to have freedom to explore as they feel meets the needs of the task.

If experiments go wrong can pupils re do them?

Yes it's only the 3-hour session for Assessment 2 that can only be a one-off attempt.

Do students write out each experiment (sample/test) if they say reduced sugar in one experiment, then used substitutes in another experiment etc... So they end up writing a method and results and conclusion for each?

We recommend a composite plan of action which includes all samples to be made, then individual write ups for all the outcomes, is trialled as a possible format when the learners carry out practice tasks. However, when carrying out the "live" tasks learners must not be penalised if they follow a different format as it's their own individual work, so as long as the approach provides them with the required evidence and addresses the mark scheme criteria that is fine.

Is it okay for class peers to give feedback on each other's samples?

Yes, this is expected as part of collecting data to comment on in section (c) this will also further address A04.

How much budget would you recommend for experimental work?

This will depend on the brief, class sizes etc.

As a guide, we would suggest you budget for approximately £200 for consumables; you could discuss with your Science Dept. to gain more insight.

Does it have to be a WORD document?

We can accept PPT, knowledge organiser type formats, but need to make sure they can be changed to PDF if needed for IAMIS upload for moderation sample.

Do we need names on all photos?

Yes. You could use white boards, write on tables with dry wipe pens or use post it notes etc, as opposed to making little labels

How many formats for presenting results should be used?

This depends entirely on the task and the variables chosen by the candidate

Is there a mark for SPG?

No, but candidates should show good use of Technical terms

Can they hand write the task out?

Yes or type at home as long as teacher double checks all is okay – no words added at home etc.

Can you do NEA 1 in one session of 3 hours?

Yes. It is an examination and can be treated as such

Can we share Marking schemes and exemplars with candidates?

Yes to the Marking scheme, and parts of an exemplar; how to show results for instance. You should not give a complete exemplar to the candidates.

Assessment 2

Research, prepare and cook three dishes (with accompaniments, if appropriate). Does this have to be starter, main & dessert dishes or can it be 3 main dishes?

It's up to the learner to choose and justify their choices.

Are accompaniments compulsory?

Task 2 is designed to encourage learners to 'showcase their skills', accompaniments where appropriate can only enhance a learner's opportunity to access the full range of marks.

Do you want the dishes to serve a particular number of people i.e. 2 like the old GCSE? Or are you wanting it served as a whole product i.e. a whole cheesecake or a portion of the cheesecake?

It is up to the learner to decide how many portions and how they want to present their final dishes.

I am unsure about the portion sizes that candidates should be producing for NEA 2 practical, please can you advise?

This will depend on the brief, if the brief is linked to "family" meals then "family style" serving (in larger dishes) is acceptable (equally, single portions for a "family" style brief is acceptable – so please do not penalise candidates for producing smaller quantities); if the brief is linked single or smaller portions such as for school meals or restaurant meals then single portions is more relevant.

What we do recommend, is that candidates produce small quantities of food – not only will this keep the cost of ingredients down but also, will save space on storage, work top space, preparation time, time on hob and in oven, washing up, – all very important factors when the candidates are required to complete the task in a 3 hour window.

It's worth ensuring that in the Reasons for Choice section of the written work, candidates make reference to portion control - and link this to their brief.

Are all dishes to be served together?

There is no essential requirement for all dishes to be served together as the candidates are cooking and serving individual dishes. However, to access higher mark bands the candidate must have followed their plan of action; The higher bands require a dovetailed plan of action (timeplan) so we would expect the more able candidates to be cooking and serving the dishes and accompaniments so that they are served towards the end of the 3 hour assessment time.

We would also expect that when the dishes are presented for marking, they should be put on the table at the correct temperature for the teacher to taste.

The marking scheme doesn't say anything about dovetailing, do they get marked for this?

It does say in the opening box "demonstrate appropriate use of the 3 hours allowed for preparation, cooking and serving to showcase technical skills" – so dovetailing is "appropriate" to ensure this, also section a says specifically for bands 4 and 3 that plan of action should be dovetailed

Is washing up included within the 3-hour practical task?

Yes – it is expected that candidates ensure washing up is done regularly throughout their practical assessment.

Once they have served their dishes candidates will inevitably have the odd pan / tray / dish etc. left which will need to be washed up – but if it is evident that candidates have not been responsible for washing up throughout then marks should reflect this.

Technical skills could be things like..... spun sugar, tempered chocolate, filleting fish etc.

Yes, as outlined in Annex A in the Specification.

In the time plan/order of work, is it sufficient to say (for example) 'make Victoria sponge using the creaming method' or is the method expected to be written out in full?

In order to access the full range of marks Eduqas would recommend methods are written in full. Ideally, anyone should be able to pick up an order of work and follow it to make a suitable outcome. This is made clear in the detailed mark scheme.

How many trials are pupils expected to complete and is trialling to be included in the remaining 9 hours?

I recommend at least 4 dishes are trialled as it's a process of select and reject, yes trialling is within the recommended hours. In order to prepare for their 3 hour task, learners should be able to prepare more than 1 dish in an hour session.

Can recipe trials be completed at home?

No, must be within the classroom environment.

Are there any marks for the trial practical - this is not evident in the spec? I assume it counts just in research marks?

Yes part of research section.

Is it correct that learners must not have trialled any of the dishes they are finally making?

No they can trial individual dishes that they may make again, but it should be a process of select and reject. What they cannot do is practice the final 3 dishes in one session.

Do students need to mention cooking skills and method used in the written coursework?

Yes, in order to justify they have chosen the dishes.

Do the students need to do a costings sheet?

Not for the two tasks set this year, but possibly in the future if the brief requests it.

If not stated in the task would the students need to do a nutritional analysis?

No, so for this year, no reference needed in Task A but healthy is mentioned in Task B so nutritional value will need to be addressed.

How many learners should be doing the practical at a time? Can learners share a sink for the 3-hour session?

We have no jurisdiction over this as an examination board, BUT my personal advice would be they can share sinks but not cookers for their final assessment. This assessment is "showcase skills" so don't want to do anything that could affect production adversely.

Which elements of the dish can be prepared the day before?

Everything must be produced within the three hours, due to regulatory requirements. When producing items which could be made within the three hours but would benefit from being left to rest/set etc. the regulator had decided that these items can be made prior, however, learners will be reproduce the item within the three hours. This is referred to as 'Blue Peter' approach.

If learners cannot send an appendix in with assessment 2 and can only do 30 sides if they include menus and recipes etc. in their write up and go over 30 sides do teachers stop marking at 30 sides?

Assessment 2-page allowance is recommended not mandatory so the teacher can mark it and WJEC would moderate it but an advisory note would be given in the centre report if a lot of unnecessary work was included.

The focus of this assessment is for learners to show case practical skills (AO3) it is expected that by this stage learner 's will be selective and only present written evidence that is pertinent to the brief and helps them to access the marks available. Many feel (in relation to current specifications) the page allowance is very generous in relation to the hours available to complete this work.

Do teachers have to taste the practical work for the assessment 1 and 2?

This is up to individuals but unless the teacher has a special diet preventing them eating certain foods tasting is to be encouraged especially for assessment 2 because it can help

with making judgements and marking Section B. In order to cover AO4 the students should also be encouraged to get other students to make judgements on their outcomes for both Assessment 1 and Assessment 2.

Taking food home for additional tasters e.g. Family and peers is also acceptable as it's important that the students get as much feedback as possible especially for assessment 1 as they will have a range of samples that needs analysing to provide information for the results.

Do you need to take pictures of pupils in the process of making?

Only final outcomes required. If you are sending the evidence electronically it would be good to see some of the process, however, this does not ensure marks.

If you use writing frame is there a level grade restriction?

Many centres use writing frames but sometimes they can restrict learners individuality of approach, therefore even though there is no set level that can be awarded for a learner using a proforma, current advice is not to insist learners who are targeted a Level 4/5 and above use writing frames. Providing pages with pre-set headings (possibly taken from the mark schemes) would be acceptable for all abilities.

Do students need to reference their research for the assessments?

WJEC/EDUQAS encourages referencing as its good practice and it would help to demonstrate that they have gathered the research required to be awarded marks in the appropriate band, however there are no marks awarded for referencing alone.

Other Exam Boards seem to have a skills list showing Basic, Medium and High level food preparation, techniques and processes. We thought this would be a good idea so students can audit their own work. Does one exist for WJEC?

I did produce this type of guide for GCSE Catering but there are issues with this type of guide as professional judgement is the key as a dish can score a high mark if it medium skill but produced to a high standard as oppose to a high skill dish which is produced to a basic standard. This is why we haven't done one as the skills that need to be demonstrated were set by the regulators as shown in Appendix A.

Is GCSE Food and Nutrition suitable to be studied in its entirety by a student who is a vegetarian or vegan?

No learners need to be excluded from this course for having specific dietary needs, with particular reference to a learner who is a vegan:

- Students need to have knowledge of all the skills involved with working with meat i.e. filleting and boning. They can gain this knowledge by watching a video (WJEC have skills videos available). They do not need to physically do it.
- Assessment 1 For Section B in the mark scheme 'investigate and evaluate the working characteristics, functions and chemical properties of ingredients through practical experimentation' – Where appropriate students can demonstrate their experimentation and trialling of ingredients with vegetarian/vegan ingredients and alternatives or they choose the other brief if for example one is on Eggs as identified below.
- In the NEA, when they are given a choice of two tasks, Students will need to be aware that they may be limiting their choice of the tasks they can complete if they refuse to use certain foods. For example, one choice may be to investigate the use of eggs in the making of sweet products. They will then have to choose the other task.
- When asked to prepare a 3-course meal as part of the assessment, students can work with solely vegetarian/vegan ingredients. They will need to be aware that the skills shown by one student in preparing and boning a chicken, for example, is a higher skill and for them to reach the same range of marks they will need to ensure they demonstrate a higher skill accompaniment to go with their vegetarian/vegan dish.

Can trials be done at home **if school refuses?**

Yes, as the practical element itself isn't actually marked. It's the written element that counts.

Is it okay for pupils to use something made at school e.g. pasta into a dish at home – could be extension of the trial?

Yes, the pasta making would be a part of the dish, time may not allow thee candidate to fully complete dish, they can then complete at home. We appreciate it reduces food waste.

Can they use their phones to take photos as they are going along?

Yes, it's a really good idea, depending of course on school mobile phone policy.

Does mis-en place – need to be dove-tailed?

No, it's usually just a list of tasks.

Do timings on an order of work have to be in a certain format?

No, it can be done in "real time" or a set amount of time for each task.

Can they do all the chopping, peeling etc. in mis en place?

Yes, taking into account food safety and hygiene, no individual timings needed in mis en place – usually about 30 minutes but up to them.

How many need to taste their final dishes?

No set numbers – but good to have other people's views.

General

Where can I find the subject code?

Subject code for GCSE Food and Nutrition is 3560 this can be found in the Specification.

I cannot gain access to the secure website, can you help?

Your examination officer will have this information we are unable to provide this for you.

Where can I find exam dates?

There is a link on the subject page to direct you to the Key dates and Timetable document. These can also be found on the open WJEC/EDUQAS website under Administration > Key dates and Timetable.

Where can I find past paper and marking schemes?

These can be found on the subject pages or the secure website under Resources > Past paper and marking schemes.

I missed CPD training do you have any more taking place?

CPD take place in the autumn term, dates are released around the beginning of June and can be found under Professional Learning Courses on the WJEC/Eduqas open website.

We have previous CPD material available to download from our Secure Website under Resources > Subject Specific Material including CPD and exemplar.

We also have a range of resources available on Food and Nutrition subject page.

Where can I find Grade boundaries?

Grade boundaries are available on the subject page under **Have you seen Grade Boundaries**

Do the controlled assessment briefs change annually?

Yes, Assessment 1 and Assessment 2 are released within 5 working days after the May 5th deadline for uploading samples and marks.

What paperwork should be filled in for controlled assessment?

Assessment 1 FN1 coversheet

Assessment 2 FN2 coversheet

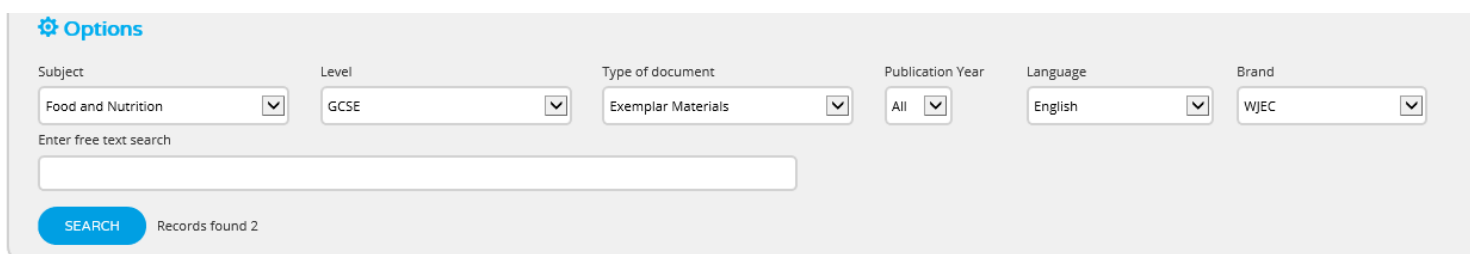
These forms can be found on the subject page on the open website.

Do you have textbooks/revision guides?



We do not sell any textbooks/revision guides at WJEC, but these can be purchased through Illuminate Publishing or Hodder Education.

Do you have any exemplar material?

Yes, this can be found on the secure website under Resources > Subject Specific materials including CPD and Exemplar (see image below)



WJEC GCSE Food and Nutrition Exemplars

Filename	Description	Subjects	Levels	Brand	Attachments
 WJEC GCSE Food and Nutrition Exemplars 2019.zip		Food and Nutrition	GCSE	WJEC	
 WJEC GCSE Food and Nutrition Exemplars 2018.zip		Food and Nutrition	GCSE	WJEC	

Do we need invigilators for Unit 2 controlled assessment?

Invigilators are not needed.

Extra time - If they get 25% extra time can this be added to the Practical?

Yes standard procedures for allocation extra time apply as per JCQ regulations.

One of my student needs assistance how much can they be assisted?

You can only assess the students, not the practical assistant, on their skills. Students need to demonstrate the competencies themselves. The practical assistant can lift, but students will need to demonstrate preparation of food and the skills of cooking, tasting etc.

We would suggest the dishes proposed and developed are in-line with the students' skill set.

If a candidate misses the practical and cannot carry out the practical again what do we do?

One of my students did not attempt their practical what should we do?

It has to be a centre decision whether an additional session is set up for any learners who missed the session in the first instance. If no practical is completed no marks can be awarded for this section.