

## GCSE Food Preparation and Nutrition FAQs

### Component 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 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 A01-20% A02-20% 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 available on the secure website), so that teachers can prepare learners for what types of questions to expect.

Can Unit 1 be sat on-line?

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

Can you split your cohort across traditional paper assessments and on- line?

Yes no problem

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 45 minutes.

### Component 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 could we 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 would have to work the rest out themselves. Hopefully, 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 the course, so they should have some idea of minimum quantities.

If they go over the 2000 word allowance will the excess not get marked?

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

What is included in the word count?

Just the written text; not labelling on tables, charts, bibliography, etc.

Is an appendix allowed?

This 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 were set by the regulators.

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 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 that they wish to use specifically. 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 all learners in the class do the same investigation?

Yes, centres can choose to direct learners to just one of the options if they so wish but both will be printed out as part of the Download.

Can they work in groups to produce the samples?

WJEC/Eduqas appreciates the cost implications here, individual samples are required, the same person must make each sample that is being referred to in the report otherwise more than one variable is changed.

Learners' carrying out exactly the same experiments is unavoidable, hence clear labelling of photographic evidence is recommended.

Differentiation may be more prevalent in the written analysis, than in the photographs.

Can they repeat the task?

No, not unless flood, power goes out etc. which is completely out of their control.

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

We would hope that learners do some thinking and research outside of the classroom, but they need to complete their write up from any notes in your presence.

It is very difficult to make each hypothesis different. Can some be the same?

Some hypotheses are bound to be the same, and this is acceptable. You know your learners so would be aware of any malpractice issues.

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

This is fine if that is what the learner chooses to do; they would still be able to access marks for this in Section A.

How many variables are learners supposed to test? For example, if they were looking at different fats in cakes and hypothesised that butter was the best ingredient, would they be expected to just test a number of different types of fats used in the production of cake, and then carry-out tests on these cakes to determine which is the best?

It's up to the learners whether they focus on one or more variables. The key is in the wording in the brief. **The brief is the main driver.**

At CPD events we have suggested at least 4 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. For example, once the best fat has been identified, fat and flour could be investigated to take work further.

It is anticipated that more able learners will explore more variables than the less able. For example, less able learners may just change ratios of ingredients, whereas more able ones may change ratios and ingredients.

Section B – how is the record of the investigation different to the plan in Section A?

The record would give information of any adjustments, modifications etc.

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.

How many experiments are recommended?

There is no set number as can be seen in the exemplars produced, but a minimum of 4 is recommended as a broad benchmark. 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

If the experiments go wrong, can learners repeat them?

Yes. Remember, it's only the 3 hour session for Assessment 2 that is limited to a one-off attempt.

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.

Do learners need to write out each experiment (sample/test)? For example, if they reduced sugar in one experiment, then used substitutes in another experiment, would they end up writing a full method, results and conclusion for each?

We would recommend a composite plan of action is trialled as a possible format when the learners carry out practice tasks. This would include all samples to be made, followed by individual write-ups for all the outcomes. However, when carrying out the "live" task learners must not be penalised if they follow a different format as it's their own individual work. So 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 one-another's' samples?

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

Does the molecular gastronomy count as the science investigation?

No.

Can evidence be hand-written, or does it have to be done on a computer?

Either is acceptable. Furthermore, evidence can be submitted electronically or in written format.

Section C – what is meant by participant feedback?

This can be feedback from peers, teachers, themselves or family members

Do centres have to store learners' NEA work in a secure area?

Yes.

If learners cannot get access to IT facilities at school can they type-up work at home?

Yes, but this is on the condition that they have completed all work in draft within school. Furthermore, it is the teacher's responsibility to check that the work that comes back is identical to the notes taken home. We would recommend that a photocopy is taken of the draft prior to it being taken home; this can then be checked against the typed-up version.

Can scientific investigation videos be submitted?

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

## 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 the trials count in the 12 hours?

Yes they do

Can trialling be part of a dish as oppose to a whole dish e.g. pastry?

Yes, that is fine for select and reject

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 here.

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 has to 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 reproducing the item within the three hours. This is referred to as the 'Blue Peter' approach – here is one I have made before.

If learners do not send an appendix in with Assessment 2 and are limited to 30 sides, if they include menus and recipes etc. in their write up and go over 30 sides, do teachers stop marking at this point?

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

The main focus of this assessment is for learners to show case practical skills (AO3). It is expected that by this stage learners 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 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.

Should photographs be of separate dishes of all 3 with accompaniments?

Eduqas will accept either as suitable for your learners and the centre.

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 that 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 it's 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 Eduqas?

I did produce one for GCSE Catering but there are issues with this type of guide as professional judgement is the key. A dish can score a high mark if it is 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 Preparation 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.

## General

Does Eduqas accept electronic signatures on NEA coursework declarations

Yes, this is acceptable especially as work can be uploaded electronically for moderation.

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 takes 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 Preparation 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 is released September 1<sup>st</sup>, Assessment 2 is released 1<sup>st</sup> November.

What paperwork should be filled in for controlled assessment?

Assessment 1 FP1 coversheet

Assessment 2 FP2 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)

Subject	Level	Type of document	Publication Year	Language	Brand
Food Preparation and Nutrition	GCSE	Exemplar Materials	All	English	Eduqas

Enter free text search

**SEARCH** Records found 2

#### Food Preparation and Nutrition Exemplar Material

Filename	Description	Subjects	Levels	Brand	Attachments
 <a href="#">Food Preparation and Nutrition Exemplars 2019.zip</a>		Food Preparation and Nutrition	GCSE	Eduqas	
 <a href="#">Food Preparation and Nutrition Exemplars 2018.zip</a>		Food Preparation and Nutrition	GCSE	Eduqas	

Do we need invigilators for the Component 2 NEA assessment tasks?

Invigilators are not needed.

Extra time - If they get 25% extra time can this be used towards NEAs?

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

One of my students 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 student's 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.

What do we do if photographic evidence is lost for some learners?

Please acknowledge this on the declaration sheet and as long as Eduqas has some photos to justify marking in the centre learners with missing photos will not be disadvantaged.