

GCSE



# WJEC GCSE in FOOD AND NUTRITION

APPROVED BY QUALIFICATIONS WALES

## SPECIFICATION

Teaching from 2016  
For award from 2018



This Qualifications Wales regulated qualification is not available to centres in England.





# WJEC GCSE in FOOD and NUTRITION

For teaching from 2016  
For award from 2018

This specification meets the GCSE Qualification Principles which set out the requirements for all new or revised GCSE specifications developed to be taught in Wales from September 2016.

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# GCSE FOOD and NUTRITION (Wales)

## SUMMARY OF ASSESSMENT

### Unit 1: Principles of Food and Nutrition

Written examination: 1 hour 30 minutes

40% of qualification

80 marks

This unit will consist of two sections both containing **compulsory questions**.

**Section A:** questions based on stimulus materials.

**Section B:** a range of question types to assess all content related to food and nutrition.

### Unit 2: Food and Nutrition in Action

Non-examination assessment: internally assessed,  
externally moderated

Assessment 1: 10 hours

Assessment 2: 15 hours

60% of qualification

120 marks

#### **Assessment 1: The Food Investigation Assessment**

20% of the total marks available will be allocated to a scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to the scientific principles underlying the preparation and cooking of food.

#### **Assessment 2: The Food Preparation Assessment**

40% of the total marks available will be allocated to a task which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of dishes to form a menu.

These assessments will be based on a choice of tasks released by WJEC annually.

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2018.

**Ofqual Qualification Number (listed on [The Register](#)): 601/8085/7**

**Qualifications Wales Approval Number (listed on [QiW](#)): C00/0779/4**

# GCSE FOOD and NUTRITION

## 1 INTRODUCTION

### 1.1 Aims and objectives

The WJEC GCSE in Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

This specification has been designed to enable centres to concentrate on innovative delivery of the course whilst creating a balance between practical and theoretical knowledge and understanding. The layout of the content into six areas promotes flexibility of delivery. The provision of a choice of tasks within the non-examination assessment will ensure learners are able to complete assessments suitable to their needs and that of the centre.

By studying food preparation and nutrition learners will be able to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas or modify existing recipes.

## 1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of Food and Nutrition at Level 3 for example Level 3 Certificate in Food Science and Nutrition. This specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. In addition, this specification will help learners make informed decisions about a wide range of career pathways.

## 1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*.

This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

## 1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate within the Welsh Baccalaureate Certificate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

## 1.5 Welsh perspective

In following this specification, learners must consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

## 2 SUBJECT CONTENT

The specification in food and nutrition will enable learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. This content relates to the study of both food and drinks.

### 2.1 Unit 1

#### **Principles of Food and Nutrition**

Written examination: 1 hour 30 minutes  
40% of qualification  
80 marks

Learners should be given the opportunity to develop their knowledge and understanding of the six areas of content set out on pages 5-13.

Learners should also be given the opportunity to develop technical skills, as listed in Appendix A, through carrying out practical and experimental work. This opportunity will allow learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

#### **Areas of content:**

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation



## 1. Food commodities

The range of foods and ingredients to be studied throughout the course should come from the major commodity groups (as shown below) and reflect current recommended guidelines for a healthy diet, e.g. reduction of sugar intake.

- bread, cereals, flour, oats, rice, potatoes, pasta
- fruit and vegetables (fresh, frozen, dried, canned and juiced)
- milk, cheese and yoghurt
- meat, fish, poultry, eggs, gelatine
- soya, tofu, mycoprotein, (Quorn) beans, nuts, seeds
- butter, oils, margarine, sugar and syrup

For each food commodity learners need to know and understand:

- the value of the commodity within the diet
- features and characteristics of each commodity with reference to their correct storage to avoid food contamination
- the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking
- the origins of each commodity, to include an awareness of Welsh produce

For each food commodity learners need to be able to:

- experiment with the commodity to explore physical and chemical changes that occur as a result of given actions
- consider complementary actions of a commodity in a recipe
- prepare and cook dishes using the commodities

2. Principles of nutrition	
<b>Macronutrients and Micronutrients :</b>	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> <li>the definitions of macro nutrients and micro nutrients in relation to human nutrition</li> <li>the role of macro nutrients and micro nutrients in human nutrition</li> </ul> <p><b>Macronutrients</b> are defined as a class of chemical compounds which humans consume in the largest quantities</p> <ul style="list-style-type: none"> <li>(i) protein: essential and non – essential amino – acids in relation to nutritional requirements</li> <li>(ii) fats, oils and lipids: saturated fats, monounsaturated fat, polyunsaturated fats and essential fatty acids</li> <li>(iii) carbohydrates: monosaccharides, disaccharides and polysaccharides</li> </ul> <p><b>Micronutrients</b> are required by humans throughout life in small quantities to facilitate a range of physiological functions</p> <ul style="list-style-type: none"> <li>(i) fat soluble vitamins: vitamin A, and vitamin D water soluble vitamins: vitamin B1 thiamin, vitamin B2 riboflavin, vitamin B3 niacin, vitamin B12 cobalamin and vitamin B9 folic acid (folate) and vitamin C</li> <li>(ii) minerals: calcium, iron, potassium and magnesium</li> <li>(iii) trace elements, to include: iodine, fluoride</li> </ul> <p>Learners must know and understand for each named macro nutrient and micro nutrient:</p> <ul style="list-style-type: none"> <li>the specific function</li> <li>the main sources</li> <li>dietary reference values</li> <li>malnutrition (over and under)</li> <li>recommended daily allowances</li> <li>complementary actions of the nutrients</li> </ul> <p>Learners need to be know and understand the dietary value of:</p> <ul style="list-style-type: none"> <li>(i) dietary fibre (NSP)</li> <li>(ii) water</li> </ul>

<b>3. Diet and good health</b>	
<b>Energy requirements of individuals</b>	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> <li>the recommended daily intake (RDI) and the percentage energy values of protein, fat and carbohydrates; monosaccharides (sugars, free-sugars) polysaccharides (starch) and non-soluble polysaccharides (dietary fibre) vitamins and minerals, for:               <ol style="list-style-type: none"> <li>a range of life-stages: babies, toddlers, teenagers, early, middle and late adulthood (to include pregnancy and lactation)</li> <li>individuals with specific dietary needs or nutritional deficiencies to include coeliac disease; diabetes (type 2 diabetes only to be considered), iron deficiency anaemia; obesity; cardio vascular disease (CVD); calcium deficiencies (bone-health); nut allergies or lactose intolerances</li> <li>individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet to include Hindu, Muslim, Jewish</li> </ol> </li> <li>how nutrients work together in the body, e.g. complementary actions</li> <li>basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements</li> </ul> <p>Learners must have a sound awareness of obesity and other current dietary issues in Wales such as dental caries, heart disease and diabetes.</p>
<b>Plan balanced diets</b>	<p>Learners should be able to use their knowledge of nutrition and current nutritional guidelines to:</p> <ul style="list-style-type: none"> <li>recommend guidelines for a healthy diet based on current/ up to date strategies in Wales</li> <li>identify how nutritional needs change due to age, life style choices and state of health</li> <li>plan a balanced diet for:               <ol style="list-style-type: none"> <li>a range of life-stages: babies, toddlers, teenagers, early, middle and late adulthood (to include pregnancy and lactation)</li> <li>individuals with specific dietary needs or nutritional deficiencies to include coeliac disease; diabetes (type 2 diabetes only to be considered), iron deficiency anaemia; obesity; cardio vascular disease (CVD); calcium deficiencies (bone-health); nut allergies or dairy intolerances</li> <li>individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet to include Hindu, Muslim, Jewish</li> <li>Individuals requiring high energy needs as a result of occupation or activity</li> </ol> </li> </ul>

<p><b>Calculate energy and nutritional values of recipes, meals and diets</b></p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• calculate the energy and main macro nutrients and micronutrients in the following: <ul style="list-style-type: none"> <li>(i) a recipe</li> <li>(ii) a meal</li> <li>(iii) an individual's existing diet over a period of time</li> </ul> </li> <li>• use nutritional information/data to determine why, when and how to make changes to: <ul style="list-style-type: none"> <li>(i) a recipe, e.g. increase dietary fibre content</li> <li>(ii) a menu, e.g. reduce saturated fat content</li> <li>(iii) a diet, e.g. to increase energy intake prior to a sporting activity, or to meet new recommendation for <i>free sugar</i> and <i>fibre</i>.</li> </ul> </li> <li>• show how an understanding of energy balance can be used to maintain a healthy body weight throughout life</li> </ul>
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4. The science of food	
<b>The effect of cooking on food</b>	<p>Learners should have a theoretical and practical working knowledge and understanding of how preparation and cooking affects the sensory and nutritional properties of food. To include:</p> <ul style="list-style-type: none"> <li>• why food is cooked, to include: digestion, taste, texture, appearance and to avoid food contamination</li> <li>• how heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes rely on more than one method of heat transference</li> <li>• how selection of appropriate cooking methods can             <ul style="list-style-type: none"> <li>(i) conserve or modify nutritive value, e.g. steaming of green vegetables</li> <li>(ii) improve palatability e.g. physical denaturation of protein</li> </ul> </li> <li>• the positive use of micro-organisms, such as bacteria in dairy products: cheese, yoghurt; meat products: salami, chorizo and fermentation of sugar in drinks</li> </ul> <p>Learners need to undertake experimental work and produce dishes by following or modifying recipes to develop and apply knowledge and understanding related to:</p> <ul style="list-style-type: none"> <li>• the working characteristics, functional and chemical properties of ingredients to achieve a particular result:             <ul style="list-style-type: none"> <li>(i) carbohydrates – gelatinisation, dextrinization</li> <li>(ii) fats/oils – shortening, aeration, plasticity and emulsification</li> <li>(iii) protein – coagulation, foam formation, gluten formation, denaturation (physical, heat and acid)</li> <li>(iv) fruit/vegetables – enzymic browning, oxidation</li> </ul> </li> <li>• reasons why particular results may not always be achieved, e.g. a sponge cake sinks, a sauce goes lumpy</li> <li>• how to remedy situations when desired results may not be achieved in the first instance</li> </ul>

<p><b>Food spoilage</b></p>	<p>Learners should have a theoretical and practical working knowledge and understanding of sound microbiological food safety principles when buying, storing, preparing and cooking food. To include:</p> <ul style="list-style-type: none"> <li>• how to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods</li> <li>• the importance of date-marks, labelling of food products to identify storage and preparation</li> <li>• the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria</li> <li>• the role of temperature, pH, moisture and time in the control of bacteria</li> <li>• ways of prevention and control methods for enzymic action, mould growth and yeast production</li> <li>• the types of bacterial cross-contamination and their prevention</li> <li>• preservation/keeping foods for longer, e.g. jam making, pickling, freezing, bottling, vacuum packing</li> </ul> <p>Learners should know and understand the signs, symptoms, risks and consequences of inadequate or unacceptable food hygiene practices. To include:</p> <ul style="list-style-type: none"> <li>• signs, symptoms of food poisoning to include poisoning caused by salmonella, campylobacter, e-coli, staphylococcus</li> </ul> <p>Learners should know and understand the consequences of mishandling of food on:</p> <ul style="list-style-type: none"> <li>• food wastage: including the effect on the environment and the financial implications of waste</li> </ul>
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5. Where food comes from	
<b>Food provenance</b>	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> <li>• foods origins, where and how foods are grown, reared, or caught</li> <li>• food miles, impact on the carbon footprint, buying foods locally</li> <li>• the impact of packaging on the environment versus the value of packaging</li> <li>• sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty</li> <li>• food security: access to safe sufficient food for all (World Health)</li> </ul>
<b>Food manufacturing</b>	<p>Learners should have a theoretical and practical working knowledge and understanding of the development of culinary traditions in British and international cuisine.</p> <p>All learners should have the opportunity to explore and gain knowledge of foods and recipes from at least <b>two</b> international countries (these countries are at the discretion of the centre and do not have to significantly differ from the UK.) To include:</p> <ul style="list-style-type: none"> <li>• regional cooking/foods in Wales</li> <li>• the distinctive features, characteristics and eating patterns of different cuisines. Cuisine is defined as a style characteristic of a particular country or region, where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques</li> <li>• traditional and modern variations of recipes, to include: variations of recipes to include changing use of food commodities, changes to nutritional guidelines, and use of modern cooking methods and or equipment</li> <li>• meal structures: presentation of menus within different cultures</li> </ul> <p>Learners should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• primary stages of processing and production to include: point of origin, the transporting, cleaning and sorting of the raw food e.g. bags of fruit</li> <li>• secondary stages of processing and production to include: how primary products are changed into other types of products, e.g. wheat to bread; milk to cheese and yoghurt; fruit to jams, jellies and juices</li> <li>• how processing affects the sensory properties of ingredients e.g. cured meat products</li> <li>• technological developments that support food processing and production</li> <li>• the positive and negative effects of food modification on health</li> <li>• the ability of additives to produce the desired effect e.g. flavour intensifiers, stabilisers, colourings, emulsifiers</li> </ul>

<b>6. Cooking and food preparation</b>	
<b>Factors affecting food choice</b>	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> <li>• how sensory perception guides the choices that people make, how taste receptors and olfactory systems work</li> <li>• the sensory qualities of a range of foods and combinations and how to set up tasting panels for preference testing</li> <li>• the range of factors that influence food choices, including, enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and culture</li> <li>• the choices that people make about certain foods according to religion, culture, ethical belief, medical reasons or personal choices</li> <li>• how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs</li> <li>• how information about food is available to the consumer, including food labeling and marketing and how this influences food choice</li> </ul> <p>Learners must have a sound awareness of:</p> <ul style="list-style-type: none"> <li>• food poverty in Wales</li> <li>• the most up to date Food and Nutrition strategy for Wales</li> </ul>
<b>Preparation and cooking techniques</b>	<p>Learners must be able to plan, prepare cook and serve a number of recipes.</p> <p>Learners must be able to demonstrate skills from each skill group (listed in Appendix A) to include:</p> <ul style="list-style-type: none"> <li>• planning for cooking:             <ul style="list-style-type: none"> <li>(i) a single dish</li> <li>(ii) a number of dishes in one session (to ensure a dove tailed action plan)</li> </ul> </li> <li>• preparation of ingredients to make a selection of recipes, e.g. weigh and measure liquids and solids, use knife skills, combine and shape, tenderise and marinate</li> <li>• cooking a selection of recipes, e.g. water based methods, using the oven, set a mixture, select and adjust cooking times and temperatures, judge and manipulate sensory properties: seasoning, test for readiness</li> <li>• presenting a selection of recipes, e.g. shaping and finishing a dough; glazing and food styling; preparing fruits and vegetables as a garnish</li> </ul> <p>Learners must be able to:</p> <ul style="list-style-type: none"> <li>• select appropriate preparation, cooking and serving techniques when producing dishes</li> <li>• work safely: follow correct personal and food safety and hygiene practices and procedures</li> <li>• work independently: make own judgements, e.g. cooking methods, cooking times, manipulating taste, texture and appearance</li> <li>• use sensory descriptors appropriately and correctly</li> </ul>



<b>Developing recipes and meals</b>	<p>Learners must be able to develop recipes and meals to meet a specific nutritional need or lifestyle choice.</p> <p>Learners must:</p> <ul style="list-style-type: none"> <li>• consider the influence of lifestyle and consumer choice when adapting or developing meals and recipes to include: <ul style="list-style-type: none"> <li>(i) adaptations to recipe to address current dietary advice</li> <li>(ii) adaptations due to family lifestyle patterns, i.e. working parents needing dishes quick to prepare and cook</li> </ul> </li> <li>• consider nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes e.g. vegetarian alternatives</li> <li>• develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods, and portion sizes, e.g. low calorie diets</li> <li>• manage the time and cost of recipes effectively</li> <li>• use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process, e.g. adjusting seasoning</li> <li>• explain, justify and present their ideas about their chosen recipes and cooking methods to others</li> <li>• make decisions about which techniques are appropriate in order to achieve their intended outcome, e.g. steaming instead of boiling</li> </ul> <p>Learners must be able to carry out the techniques (listed in Appendix A) safely, and be able to combine them to produce appealing meals whilst evaluating the end results.</p>
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## 2.2 Unit 2

### Cooking and Nutrition in Action

Non-examination assessment  
60% of qualification  
120 marks

The non-examination assessment is composed of two assessments that are set by WJEC. Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions.

#### The Assessments

##### Assessment 1: The Food Investigation Assessment

##### 20% of total qualification

A Food Investigation will be set that will require each learner to:

- (i)
  - (a) research and investigate the task
  - (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the investigation findings to achieve a particular result with respect to the preparation and cooking of food
  - (c) analyse and evaluate the task
- (ii) produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation

WJEC will set tasks for each assessment.

Two tasks will be released by WJEC each series. For example:

**Task A** "The success of creamed sponge mixtures relies on a suitable raising agent". Investigate the success of different raising agents when making a creamed sponge.

**Task B** "Many commercial low calorie desserts rely on the use of artificial sweeteners". Investigate the use of alternative sweeteners when making a fruit mousse.

WJEC recommends:

10 assessment hours for the Food Investigation Assessment as sufficient to cover all aspects of the assessment

The supportive evidence i.e. the report should consist of a maximum of 2,000 – 2,500 words.

## Assessment 2: The Food Preparation Assessment

### 40% of total qualification

This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking/skills techniques and the execution of practical skills.

Two tasks for this assessment will be set by WJEC that will require the learners to:

- (i)
  - (a) research and investigate the chosen task (to include trialling and testing)
  - (b) plan the task: select a final menu to be produced to showcase skills, justify their choice and produce an order of work for the practical execution of the dishes
  - (c) prepare, cook and present a **menu of three dishes** and accompaniments within a single session
  - (d) evaluate the selection, preparation, cooking and presentation of the three dishes and accompaniments
- (ii) produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes

Two tasks for this assessment will be set by WJEC that will require the learners to:

**Task A** A local restaurant in your area is holding an international week. Research, prepare and cook **three dishes** with accompaniments that could be served on a themed menu to promote the cuisine of a specific country or region.

**Task B** Celebrity chefs have been promoting the importance of a healthy diet for children. Research, prepare and cook **three dishes** with accompaniments that could be served on an open day menu to encourage new pupils to eat in the school canteen.

WJEC recommends:

15 assessment hours for this assessment including a **3 hour** practical session to prepare, cook and present a menu. This allows 12 hours for the completion of the research, planning, testing and trialling and evaluation to be taken in sessions at the discretion of the centre. The practical 3 hour session must not be undertaken more than once by each learner.

The folio of evidence should consist of a maximum of 15 pages A4 (or A3 equivalent) to include all photographs, charts and graphs.

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

#### **AO1**

Demonstrate knowledge and understanding of food, cooking and nutrition

#### **AO2**

Apply knowledge and understanding of food, cooking and nutrition

#### **AO3**

Plan, prepare, cook and present dishes, combining appropriate techniques

#### **AO4**

Analyse and evaluate different aspects of food, cooking and nutrition, including food made by themselves and others

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

Unit	AO1	AO2	AO3	AO4	Total
<b>Unit 1</b>	15%	15%	-	10%	40%
<b>Unit 2</b>					
<b>Assessment 1</b>	-	15%	-	5%	20%
<b>Assessment 2</b>	-	-	35%	5%	40%
<b>Total</b>	15%	30%	35%	20%	100%

For each series, writing accurately will be assessed in:

- specified questions in the written examination that require extended writing
- the Food Investigation Assessment (Section A and Section C).

Writing accurately takes into account the candidate's use of specialist language. It also takes into account the candidate's spelling, punctuation and grammar.

## 3.2 Arrangements for non-examination assessment

Unit 2 accounts for 60% of this GCSE. Further details on arrangements for the non-examination assessment are provided by the Joint Council for Qualifications (JCQ). Please refer to the JCQ website, [www.jcq.org.uk](http://www.jcq.org.uk), for further information.

### Release of assessments

- The tasks for each assessment will be issued via the WJEC secure website during the summer term (from 2017 onwards)
- Two tasks, A and B will be produced for each assessment
- Assessments will change annually (it is the centre's responsibility to ensure the **live** tasks are undertaken by the candidates)
- Teachers will be able to access the assessments any time after the release date and release to candidates when they are ready to complete them, i.e. centres have delivered the content needed for candidates to be able to access the marks related to the assessments

### Preparation for assessments

For candidates to display the skills necessary for attainment at the highest levels, centres need to ensure they have delivered the content needed for candidates to be able to access all the marks related to the assessments.

The candidates must have been given the opportunity to acquire all skills and techniques listed in the table in Appendix A and centres must guide learners towards appropriate research areas and establish sound investigative skills, in preparation for Assessment 1.

### Time available for assessments

WJEC recommends 10 assessment hours for Assessment 1 and 15 assessment hours for Assessment 2 which must include a **3 hour session** for candidates to complete the practical component i.e. produce three dishes to showcase their technical skills.

### Evidence submitted

**Assessment 1:** candidates are expected to follow the advisory guidelines on the length of the written report, which is 2,000-2,500 words. This includes all the text and text boxes.

**Assessment 2:** candidates are expected to follow the advisory guidelines on the page allowance of the written supportive evidence, which is 15 pages A4 (30 sides) or A3 equivalent.

Evidence i.e. the report and the supportive evidence, may be word processed in Arial, Calibri or Times New Roman font 11/12 and presented in electronic or hard copy. All evidence should have pages numbered and have candidate number and centre number in either the header or footer on all pages.

Candidates who offer work that is too short will be penalising themselves by not allowing appropriate coverage of the required assessment objectives. Candidates who exceed the advisory word count or page count will be penalising themselves through a lack of precision and focus.

## References

References to secondary information used in must be acknowledged. This can be through an appended bibliography using a conventional in-text referencing system, or through footnotes.

## Authentication

It is important that non-examination assessments are rigorously monitored by centres to ensure that candidates' work is their own. Centres should monitor candidates' work by:

- keeping a careful record of candidates' progress during the timetabled sessions
- carefully considering whether the written evidence submitted is characteristic of the candidate's ability/attainment
- keeping work secure in the centre once the evidence (i.e. the report and the supportive evidence) is handed in.
- ensuring work is not returned to the candidate to make changes.

All candidates are required to sign a statement endorsing the originality of their written evidence and the centre must countersign that they have taken all reasonable steps to validate this and **countersign the statement**. An **authentic** teacher's signature must be used; a scanned or electronic signature will **not** be accepted.

The **non-examination assessment coversheets** must be completed for **all learners**, not just those selected for the sample to be sent to the moderator. The forms can be downloaded from the Food, preparation and nutrition homepage on the open website.

## Marking

- Assessment 1 and Assessment 2 will be internally marked using the mark schemes in Appendix B and externally moderated via postal moderation
- Assessment 1 and Assessment 2 will be submitted for moderation together, in the year of the award

## Assessment grids and teacher annotations

When assessing the written evidence for each assessment teachers should study the non-examination assessment mark bands in Appendix B, which are designed to present a system that links the assessment objectives to marks, and helps to discriminate clearly between the varying levels of achievement.

Teachers must make specific reference to the assessment objectives in the annotations that they write on the work and on the relevant sections of the **non-examination assessment coversheets**. Teachers are required to record separate marks for each section in the spaces provided on the marking grid, to total the overall mark in the box provided and to make an **overall** summative comment.

Teacher annotations within the body of the written evidence, whilst not mandatory are very useful to show where and why the marks have been awarded. Examples of non-examination assessments will be issued annually by WJEC to help centres identify the quality of the work associated with various mark bands.

## Submission of marks and administration

Centres need to submit marks for non-examination assessed work online **in May** of the year when the work is to be submitted for moderation. When the marks have been submitted to WJEC, the online system will identify the sample of learners whose work is selected for moderation.

- only the evidence from the candidates **selected for the sample** should be sent to the moderator
- the coversheet must be signed by both the candidate and the teacher
- the pages of the written evidence must be held together securely
- the study should **not** be placed in any form of plastic folder or ring binder

**N.B. Please remember that all candidates' work, not just the sample, must be authenticated internally by signing a coversheet.**

Further details on the submission of samples will be available on the Food preparation and nutrition homepage on the open website.

## Centre feedback

- all centres will receive detailed feedback from the moderation process in the form of electronic reports to centres

### **Internal standardisation and moderation**

Where there is more than one teacher in a centre, work from all teaching groups must be standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. Standardising material will be issued by WJEC to assist with this process.

For moderation to take place and to be standardised fairly, each centre is assigned an external moderator by WJEC. It is essential that the moderator understands the nature of the evidence submitted and the way that criteria have been used to make a final assessment. The required details on the non-examination assessment coversheet and the annotations made on the body of the text are therefore very important.

Please refer to details on the JCQ website for further arrangements.



## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in May/June each year, until the end of the life of this specification. Summer 2018 will be the first assessment opportunity.

Where candidates wish to re-sit the qualification, all units must be re-taken.

The entry codes appear below.

Qualification title	Assessment	Entry codes	
		English-medium	Welsh-medium
WJEC GCSE Food and Nutrition	written assessment	3560P1	3560L1
WJEC GCSE Food and Nutrition	on-screen assessment	3560P2	3560L2

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

### 4.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight point scale from A\*-G, where A\* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

## APPENDIX A

Skills Group and techniques table (based on: DfE subject content for England, February 2015)

No	Skill Group	Techniques
1	Knife skills	<p>Be able to demonstrate the following techniques for fruits and vegetables and, where appropriate, also those that relate to meat and fish or their alternatives:</p> <ul style="list-style-type: none"> <li>meat, fish and alternatives - fillet a chicken breast, portion a chicken, remove fat and rind, fillet fish, slice raw and cooked meat and fish or alternatives (such as tofu and halloumi) evenly and accurately</li> <li>fruits and vegetables - bridge hold, claw grip, peel, slice, dice and cut into even size pieces (i.e. batons, julienne)</li> </ul> <p><i>Be able to prepare fruit and vegetables as appropriate to the task/recipe. Suitable sizes to cook evenly, maintaining nutritive value and sensory properties.</i></p>
2	Prepare fruits and vegetables	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, de-seed, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning and spoilage and preventing food poisoning (wash and dry where appropriate)</li> </ul>
3	Prepare combine and shape	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>roll, wrap, skewer, mix, coat, layer meat, fish and alternatives, and shape and bind wet mixtures (such as falafels, fish cakes or meatballs) whilst demonstrating the technical skill of preventing cross contamination and handle high risk foods correctly</li> </ul>
4	Tenderise and marinate	<p>Be able to demonstrate how acids denature protein and marinades add flavour and moisture when preparing vegetables, meat, fish, and alternatives</p>
5	Select and adjust a cooking process	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>select and adjust the cooking process and length of time to suit the ingredient, for example to match the cut of meat, fish and alternatives</li> </ul> <p>Be able to demonstrate knowledge of suitable cooking methods and time requirements to inform selecting methods pertinent to certain recipes/ingredients</p>
6	Weigh and measure	<p>Be able to demonstrate accurate measurement of liquids and solids</p>
7	Preparation of ingredients and equipment	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>grease/oil, line, flour, evenly and with attention to finished product</li> </ul>

8	Use of equipment	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use a blender, food processor, mixer, and microwave</li> </ul> <p><i>And any equipment in the centre/pertinent to the task e.g. Pasta makers, ice cream machines, pressure cookers, bake stone, steamer, slow cooker, bread maker, contact grill “deep fry in a temperature controlled fryer”</i></p>
9	Water based methods using the hob	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• steaming</li> <li>• boiling and simmering</li> <li>• blanching</li> <li>• poaching</li> </ul>
10	Dry heat and fat based methods using the hob	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• dry frying</li> <li>• pan (shallow frying)</li> <li>• stir frying</li> </ul>
11	Using the grill	<p>Be able to demonstrate the following techniques with a range of foods, such as vegetables, meat, fish or alternatives such as halloumi, seeds and nuts:</p> <ul style="list-style-type: none"> <li>• char</li> <li>• grill or toast</li> </ul>
12	Using the oven	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• baking</li> <li>• roasting</li> <li>• casseroles and/or tagines</li> <li>• braising</li> </ul>
13	Make sauces	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• make a blended white sauce (starch gelatinisation) such as a roux and all in one blended sauce, infused sauce, veloute, bechamel, to demonstrate understanding of how liquid/starch ratios affect the viscosity and how conduction and convection work to cook the sauce and the need for agitation (<i>infused sauce, veloute, béchamel; not essential</i>)</li> <li>• make a reduction sauce such as pasta sauce, curry sauce, gravy, meat sauce (including meat alternatives such as myco-protein and textured vegetable protein) to demonstrate how evaporation concentrates flavour and changes the viscosity of the sauce</li> <li>• make an emulsion sauce such as a salad dressing, mayonnaise, hollandaise to demonstrate the technical skill of how to make a stabilised emulsion (non-essential skill to demonstrate in NEA but suitable for candidates to learn as part of food science)</li> </ul>
14	Set a mixture - removal of heat (gelation)	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use starch to set a mixture on chilling for layered desserts such as custard or cheesecake</li> </ul>

15	Set a mixture - heating (coagulation)	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use protein to set a mixture on heating such as denatured protein in eggs for quiche, choux pastry</li> </ul>
16	Use of raising agents	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use egg (colloid foam) as a raising agent - create a gas-in-air foam - whisking egg whites, whisked sponge</li> <li>• use chemical raising agents - self raising flour, baking powder, bicarbonate of soda</li> <li>• use steam in a mixture (choux pastry, batter)</li> <li>• use of yeast in a range of mixtures</li> </ul>
17	Make a dough	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use the technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta</li> </ul>
18	Shaping and finishing a dough	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• roll out pastry, use a pasta machine, line a flan ring, create layers (palmiers), proving/resting</li> <li>• glazing and finishing such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza, calzone</li> </ul>
19	Test for readiness	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• use a temperature probe, knife/skewer, finger or 'poke' test, 'bite', visual colour check or sound to establish whether an ingredient or recipe is ready</li> </ul>
20	Judge and manipulate sensory properties	<p>Be able to demonstrate the following techniques:</p> <ul style="list-style-type: none"> <li>• how to taste and season during the cooking process</li> <li>• change the taste and aroma through the use of infusions, herbs and spices, paste, jus, reduction</li> <li>• how to change texture and flavour, use browning (dextrinisation) and glazing, add crust, crisp and crumbs</li> <li>• presentation and food styling – use garnishes and decorative techniques to improve the aesthetic qualities, demonstrate portioning and presenting</li> </ul>

## APPENDIX B

Non-examination Assessment Grids

### **MARK SCHEME**

Assessment 1: The Food Investigation Assessment

Assessment 2: The Food Preparation Assessment

## **Assessment grids for non-examination assessment**

### **Banded mark schemes**

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's project to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

#### **Stage 1 – Deciding on the band**

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's project and check whether it matches the descriptor for that section's mark band. Assessors should look at the descriptor for that band and see if it matches the qualities shown in the candidate's work for that section. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

#### **Stage 2 – Deciding on the mark**

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar material already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not credit worthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

### **Internal standardisation**

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from the moderation via the secure web site on results day.

**Assessment 1: The Food Investigation Assessment****Section A****Research and investigate the task: maximum 10 marks****Candidates will be expected to:**

- research the chosen task
- produce a plan of experiments to be carried out
- predict an outcome
- apply knowledge and understanding to justify choices for experimental work/modifications

<b>Band</b>	<b>A02</b>
<b>3</b>	<p><b>10 marks</b></p> <p>Research reflects a mature understanding of the task and the ability to interpret information extremely accurately. Plan is realistic, very detailed and accurate. Excellent justification given for choice of experimental work/modifications.</p> <p>Information is very well organised and presented in a highly appropriate manner. Excellent use of specialist language, with accurate grammar, punctuation and spelling.</p>
	<p><b>8-9 marks</b></p> <p>Research reflects a sound understanding of the task and the ability to interpret information accurately. Plan is realistic, detailed and accurate. Very good justification given for choice of experimental work/modifications.</p> <p>Information is well organised and presented in an appropriate manner. Very good use of specialist language, with accurate grammar, punctuation and spelling.</p>
	<p><b>6-7 marks</b></p> <p>A good range of relevant research has been evidenced showing a good understanding of the task. Plan is mostly detailed and realistic. Good justification given for choice of experimental work/modifications. Information is generally well organised. Generally good use of specialist language, with mostly accurate grammar, punctuation and spelling.</p>
<b>2</b>	<p><b>4-5 marks</b></p> <p>A range of relevant research has been evidenced, showing an understanding of the task. Plan is fairly detailed and realistic. Adequate justification given for choice of experimental work/modifications. Information is mostly organised. Some use of specialist language, with reasonably accurate grammar, punctuation and spelling.</p>
	<p><b>1-3 marks</b></p> <p>Some basic aims produced leading to basic research from a narrow range of sources. Some understanding shown, with limited application of knowledge. Plan of action is limited. Limited justification given for choice of experimental work/modifications. Information shows some evidence of structure. Limited use of specialist language. Some errors in grammar, punctuation and spelling affecting clarity of communication.</p>
<b>0</b>	<p><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>

**Section B**

**Investigate and evaluate the working characteristics, functions and chemical properties of ingredients through practical experimentation: maximum 20 marks**

**Candidates will be expected to:**

- demonstrate their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method
- demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected
- record in detail the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results

<b>Band</b>	<b>A02</b>
<b>4</b>	<p><b>16-20 marks</b></p> <p>The candidate has executed a range of modifications and trialling of ingredients whilst following their plan during the preparation and cooking processes.</p> <p>An excellent, detailed knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the investigation is evident by the decisions made.</p> <p>Candidate has recorded in detail the investigation, the modification and adjustments made during the preparation and cooking process.</p> <p>A wide range of tests have been carried out to include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been well annotated and documented.</p> <p>Results are well presented and clearly communicated in a logical manner using a range of different formats.</p>
<b>3</b>	<p><b>10-15 marks</b></p> <p>The candidate is able to follow their plan and carry out the investigation, modifying the ingredients, preparation and cooking processes during the investigation.</p> <p>The candidate demonstrates good knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation, as evidenced by further decisions made.</p> <p>The candidate has recorded the investigations and changes made during the preparation and cooking process.</p> <p>A range of tests have been carried out, to include sensory preference tests and customer feedback, to formulate the results.</p> <p>Photographic evidence identifying the stages of the investigation have been included with some annotation.</p> <p>Results are presented in a logical manner using at least two different formats.</p>



2	<p style="text-align: center;"><b>6-9 marks</b></p> <p>The candidate was able to follow their plan and carry out the investigation with limited modification, by amending the ingredients, preparation or cooking method.</p> <p>The candidate shows adequate knowledge and understanding of the working characteristics and functional and or chemical properties of the ingredients selected during the practical investigation by the decisions made.</p> <p>The candidate has recorded some of the modification and adjustments made during the preparation and cooking process.</p> <p>A few tests have been carried out which include sensory preference tests and participant feedback to formulate the results.</p> <p>Photographic evidence of the investigation have been included but not annotated. Results presented satisfactorily, using a more than one format.</p>
1	<p style="text-align: center;"><b>1-5 marks</b></p> <p>The candidate struggles to follow the plan, limited changes are made to the investigation, requires teacher support.</p> <p>Limited knowledge and understanding of the working characteristics and functional and chemical properties of the ingredients selected during the practical investigation is evident.</p> <p>A few tests were carried out which required teachers guidance.</p> <p>A few results have been simply explained.</p>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>

**Section C****Analyse and evaluate the task: maximum 10 marks****Candidates will be expected to:**

- analyse the data and results collected, draw conclusions
- justify findings, the reasons for the success or failure of the ingredients selected to trial
- evaluate the hypothesis and confirm if the prediction was proven

<b>Band</b>	<b>A04</b>
3	<p style="text-align: center;"><b>10 marks</b></p> <p>The candidate has analysed the task in great detail and conclusions presented are based on scientific knowledge and understanding of the ingredients selected, and the preparation or cooking methods used.</p> <p>The candidate shows an excellent understanding of the task in their ability to justify their findings with very specific reasons given based on the methods used to gather the results.</p> <p>The prediction is reviewed in depth and conclusions have been based on very accurate analysis of data and information from the research and investigation, demonstrating a clear in depth understanding of the task.</p> <p>Writing is very well structured, using accurate grammar, punctuation and spelling. A broad range of specialist terminology is used with accuracy and ease.</p> <p style="text-align: center;"><b>8-9 marks</b></p> <p>The candidate has analysed the task in detail and conclusions presented are based on scientific knowledge and understanding of the ingredients selected, and the preparation or cooking methods used.</p> <p>The candidate shows a very good understanding of the task in their ability to justify their findings with clear reasons given based on the methods used to gather the results.</p> <p>The prediction is reviewed and conclusions have been based on the accurate analysis of data and information from the research and investigation, demonstrating a clear in depth understanding of the task.</p> <p>Writing is well structured, using accurate grammar, punctuation and spelling. Specialist terminology is used with accuracy and ease.</p>
2	<p style="text-align: center;"><b>6-7 marks</b></p> <p>The results have been briefly analysed with reference to the research and investigation carried out.</p> <p>The candidate shows an understanding of the task evidenced in their ability to justify their findings against the range of tests and the results.</p> <p>The prediction is reviewed and findings have been based on the analysis of data and information from the research and investigation. Adequate attempt to link the prediction back to the task. Adequate use of specialist vocabulary.</p> <p>The results have been briefly analysed with reference to the research and investigation carried out.</p> <p>Writing is generally well structured, using reasonably accurate grammar, punctuation and spelling. Specialist terminology is used appropriately.</p>

	<p style="text-align: center;"><b>4-5 marks</b></p> <p>The candidate shows some understanding of the task evidenced in their ability to justify some of their findings against the range of tests and the results.</p> <p>The prediction is reviewed with some analysis of data and information from the research and investigation, some attempt to link the prediction back to the task.</p> <p>Some specialist vocabulary has been used.</p> <p>Writing is reasonably structured, using mostly accurate grammar, punctuation and spelling. Some specialist terminology is used appropriately.</p>
1	<p style="text-align: center;"><b>1-3 marks</b></p> <p>A brief attempt has been made to interpret the information collected, analysis is simplistic with limited conclusions discussed and evaluated.</p> <p>The candidate has shown limited understanding in the justification of the results.</p> <p>The prediction has not been evaluated.</p> <p>Writing shows some evidence of structure though limited use of specialist terminology. Some errors in grammar, punctuation and spelling affecting clarity of communication.</p>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>Not credit worthy or attempted.</p>

**Assessment 2: The Food Preparation Assessment**

<b>Section A</b> <b>Research and investigate the task: maximum 10 marks</b> <b>Candidates will be expected to:</b> <ul style="list-style-type: none"> <li>research and investigate the assessment using a range of resources.</li> <li>trial suitable dishes, with accompanying written evaluations and photographic evidence</li> </ul>	
<b>Band</b>	<b>AO3</b>
3	<p><b>7-10 marks</b></p> <p>Thorough research has been undertaken from at least two/three sources which has been analysed fully and evaluated leading to a clear understanding of the assessment brief.</p> <p>At least three dishes have been trialled demonstrating mostly high and medium level skills. Accompanying evaluation work of the trials is detailed and with reference to nutrition, skills, cooking methods and sensory qualities.</p>
2	<p><b>4-6 marks</b></p> <p>Detailed research and investigation from at least two sources such as the internet, magazines, books etc. which has been briefly analysed and evaluated.</p> <p>Two suitable dishes have been trialled. Mostly medium level skilled dishes with maybe one high level skilled dish trialled.</p>
1	<p><b>1-3 marks</b></p> <p>Evidence of limited research and investigation.</p> <p>A least one dish has been trialled with accompanying written evaluation and photographic evidence. Limited skill levels evident.</p>
0	<p><b>0 mark</b></p> <p>Not credit worthy or not attempted.</p>

**Section B****Planning the task: maximum 15 marks**

- (i) **Candidates will be expected to select their menu and justify their choice of dishes (6 marks).**

Reference should be made to:

- how the research has helped them decide on their dishes
- suitability of dishes chosen to the brief
- skills and cooking methods to be used
- ingredients to be used with awareness of food cost/waste, air miles, food provenance and seasonality

<b>Band</b>	<b>AO3</b>
<b>3</b>	<p><b>6 marks</b></p> <p>A thorough and comprehensive justification of choice of dishes mentioning all of the above points with excellent detail and understanding demonstrated. A minimum of three dishes chosen all demonstrating high level skills.</p>
	<p><b>5 marks</b></p> <p>All of the above points mentioned with a good level of detail and justification included. At least three suitable dishes chosen all demonstrating mostly high level skills.</p>
<b>2</b>	<p><b>4 marks</b></p> <p>At least four of the above points mentioned with detail and accuracy in the reasons for choice. At least three suitable dishes chosen all demonstrating medium and high level skills.</p>
	<p><b>3 marks</b></p> <p>At least three of the above points mentioned with some degree of detail and accuracy and at least three suitable dishes chosen demonstrating a range of skill levels.</p>
<b>1</b>	<p><b>2 marks</b></p> <p>At least two suitable dishes chosen and one or two reasons for choice given with some detail attempted.</p>
	<p><b>1 mark</b></p> <p>A few simplistic sentences giving one reasons for choice and less than 3 dishes chosen.</p>
<b>0</b>	<p><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>

**(ii) Candidates will be expected to produce a detailed, dovetailed order of work (9 marks):**

Reference should be made to:

- timings and relevant health and safety points
- correct ingredients
- quantities and weights
- three clear sections should be included: mise-en-place, cooking and serving/finishing.

<b>Band</b>	<b>AO3</b>
<b>3</b>	<p><b>9 marks</b></p> <p>Faultless order of work. Three clear sections are evident with detailed timings included. All necessary hygiene and safety points are included and ingredients listed are accurate.</p>
	<p><b>8 marks</b></p> <p>Detailed, dovetailed and sequential order of work with accurate timings. Three clear sections evident. Hygiene and safety points included and ingredients given with correct quantities.</p>
<b>2</b>	<p><b>7 marks</b></p> <p>Dovetailed and accurate order of work including timings with some hygiene and safety points incorporated. Ingredients given with quantities which are accurate on the whole.</p>
	<p><b>5-6 marks</b></p> <p>Order of work correct on the whole with timings and some hygiene and safety points included, but a lack of detail may be evident and there may be some errors in the sequence.</p>
	<p><b>3-4 marks</b></p> <p>An attempt to dovetail methods, but with errors. Some hygiene and safety points mentioned.</p>
<b>1</b>	<p><b>2 marks</b></p> <p>Evidence of methods for how to make dishes, but no evidence of dovetailing or hygiene and safety points.</p>
	<p><b>1 mark</b></p> <p>Incomplete or partial order of work.</p>
<b>0</b>	<p><b>0 marks</b></p> <p>Not credit worthy or not attempted.</p>

<b>Section C</b>		
<b>Prepare, cook and present a menu of three dishes and accompaniments: maximum 45 marks</b>		
<b>Candidates will be expected to demonstrate a range of skills related to:</b>		
<ul style="list-style-type: none"> <li>• selection and safe and competent use of a range of kitchen equipment (4)</li> <li>• knife skills (4)</li> <li>• accurate weighing and measuring (3)</li> <li>• suitable preparation of fruits/vegetables/meat/poultry/fish as needed (8)</li> <li>• production of the meal (15)</li> <li>• tasting and seasoning (3)</li> <li>• presentation of final dishes (8)</li> </ul>		
<b>Band</b>	<b>Selection of equipment (4)</b>	<b>AO3</b>
		<b>4 marks</b>
3	Selection of equipment demonstrating excellent knowledge showing competency in the use of all selected equipment.	
		<b>2-3 marks</b>
2	Clear evidence of correct selection of equipment and competent use of a range of equipment.	
		<b>1 mark</b>
1	Some equipment selected correctly, limited competency of use of equipment demonstrated.	
		<b>0 marks</b>
0	Incorrect selection and use of equipment.	
<b>Band</b>	<b>Knife skills (4)</b>	<b>AO3</b>
		<b>4 marks</b>
4	Evidence of a range of knife techniques executed with skill and competence, including fruit/vegetables and meat/poultry/fish.	
		<b>3 marks</b>
3	Evidence of at least two knife techniques well executed.	
		<b>2 marks</b>
2	At least one knife technique evident, well executed.	
		<b>1 mark</b>
1	Knife skills attempted but poorly executed.	
		<b>0 marks</b>
0	Incorrect use of knives	
<b>Band</b>	<b>Weighing and measuring (3)</b>	<b>AO3</b>
		<b>3 marks</b>
3	Excellent demonstration of accurate weighing and measuring of all ingredients.	
		<b>2 marks</b>
2	Most ingredients accurately weighed and measured accurately.	
		<b>1 mark</b>
1	Limited accuracy when weighing and measuring ingredients.	
		<b>0 marks</b>
0	No evidence of competency when weighing and measuring.	

<b>Band</b>	<b>Preparation skills (8)</b>	<b>AO3</b>
		<b>7-8 marks</b>
4	Four or more skills evident from the skills table in Annexe A, with an excellent level of competence displayed.	
		<b>5-6 marks</b>
3	Three or more skills evident from the skills table in Annexe A, carried out with a good degree of accuracy.	
		<b>3-4 marks</b>
2	Two-three skills evident from skills table in Annexe A, carried out with a satisfactory level of accuracy.	
		<b>1-2 mark</b>
1	One-two skills evident from the skills table in Annexe A, carried out with limited accuracy.	
		<b>0 marks</b>
0	Not credit worthy or not attempted.	
<b>Band</b>	<b>Production of the meal (15)</b>	<b>AO3</b>
		<b>11-15 marks</b>
3	Candidate has worked independently in an extremely competent and confident manner. The order of work has been followed correctly and all the tasks have been completed in the time available. Excellent use made of at least two different cooking methods, including the use of the hob and oven. Excellent demonstration of knowledge in relation to cooking times and being able to make adjustments in practice as required.  Organisational skills are excellent.	
		<b>6-10 marks</b>
2	Candidate has worked in a safe and organised manner throughout. Little or no assistance required to complete tasks. Good use of different cooking methods. The order of work has been followed, but there may have been changes to the order of tasks or the candidate has finished over time, or made some incorrect judgements.	
		<b>1-5 marks</b>
1	The work has been carried out with limited organisational skills. Order of work has not been followed. Frequent assistance may have been required. Use of different cooking methods evident, but with a limited degree of competency. Some reliance on pre-prepared or pre-made ingredients.	
		<b>0 marks</b>
0	Not credit worthy or not attempted.	



<b>Band</b>	<b>Seasoning and garnishing (3)</b>	<b>A03</b>
		<b>3 marks</b>
3	Excellent knowledge demonstrated in relation to seasoning. All dishes tasted and accurately seasoned as required.	
		<b>2 marks</b>
2	Good knowledge demonstrated in relation to seasoning. All dishes tasted and generally seasoned as required.	
		<b>1 mark</b>
1	Limited attempt to season dishes. Some dishes tasted and seasoned throughout the practical session.	
		<b>0 marks</b>
0	No evidence of tasting or seasoning of dishes.	
<b>Band</b>	<b>Presentation of final dishes (8)</b>	<b>AO3</b>
		<b>6-8 marks</b>
3	Excellent attention to detail is evident in the presentation of the final dishes. Excellent use of skilful garnishes. A range of colours are evident which enhance the overall appearance of the dishes. The candidate will have allowed themselves plenty of time in the time plan to present the dishes to an excellent standard. Accurate portion control demonstrated in all dishes.	
		<b>3-5 marks</b>
2	A good standard of presentation is evident. A variety of colours may be present in the final dishes. Good use made of adequate garnishes. Care and attention to the presentation of the final dishes is evident and the candidate has allowed themselves time in the time plan to present the dishes attractively. Some attempt to portion control meals.	
		<b>1-2 marks</b>
1	Presentation of the dishes/meal is limited. The colours of the dishes may be similar with a lack of variety. A lack of care and attention may be evident when presenting the dishes. Limited evidence of portion control or use of garnishes.	
		<b>0 marks</b>
0	No attempt to present the dishes appropriately.	

<b>Section D</b>		
<b>Evaluate the selection, preparation, cooking and presentation of three dishes and accompaniments: maximum 10 marks</b>		
<b>Candidates will be expected to evaluate their work under the following headings:</b>		
<ul style="list-style-type: none"> <li>• time management of the practical session (2)</li> <li>• technical skills demonstrated in the practical (2)</li> <li>• taste, texture, appearance and aroma of final dishes (4)</li> <li>• modifications and improvements (2)</li> </ul>		
<b>Band</b>	<b>Time management (2)</b>	<b>AO4</b>
		<b>2 marks</b>
2	Very detailed comments made in relation to the time management of the practical session, with reference to mise-en-place, cooking and serving.	
		<b>1 mark</b>
1	Adequate evaluative comments on time management, but lacking depth.	
		<b>0 marks</b>
0	Not credit worthy or attempted.	
<b>Band</b>	<b>Technical skills (2)</b>	<b>AO4</b>
		<b>2 marks</b>
2	Very good detailed and thorough evaluation on the suitability and execution of the skills undertaken.	
		<b>1 mark</b>
1	Adequate analysis and evaluative comments on skills demonstrated in the practical session.	
		<b>0 marks</b>
0	Not credit worthy or attempted.	
<b>Band</b>	<b>Sensory qualities of final dishes (4)</b>	<b>AO4</b>
		<b>4 marks</b>
3	Excellent, detailed analysis on sensory qualities for each dish along with the correct use of specialist terminology.	
		<b>2-3 marks</b>
2	Good comments on sensory qualities of the final dishes, but some missed opportunities.	
		<b>1 mark</b>
1	Limited comments on sensory qualities, may be superficial and lacking detail.	
		<b>0 marks</b>
0	Not credit worthy or attempted.	
<b>Band</b>	<b>Modifications and improvements (2)</b>	<b>A04</b>
		<b>2 marks</b>
2	Detailed comments and realistic ideas on how to improve and possibly modify the work.	
		<b>1 marks</b>
1	Limited comments on how to improve and/or modify the work.	
		<b>0 marks</b>
0	Not credit worthy or attempted.	