

GCSE Subject Level Guidance for Food Preparation and Nutrition

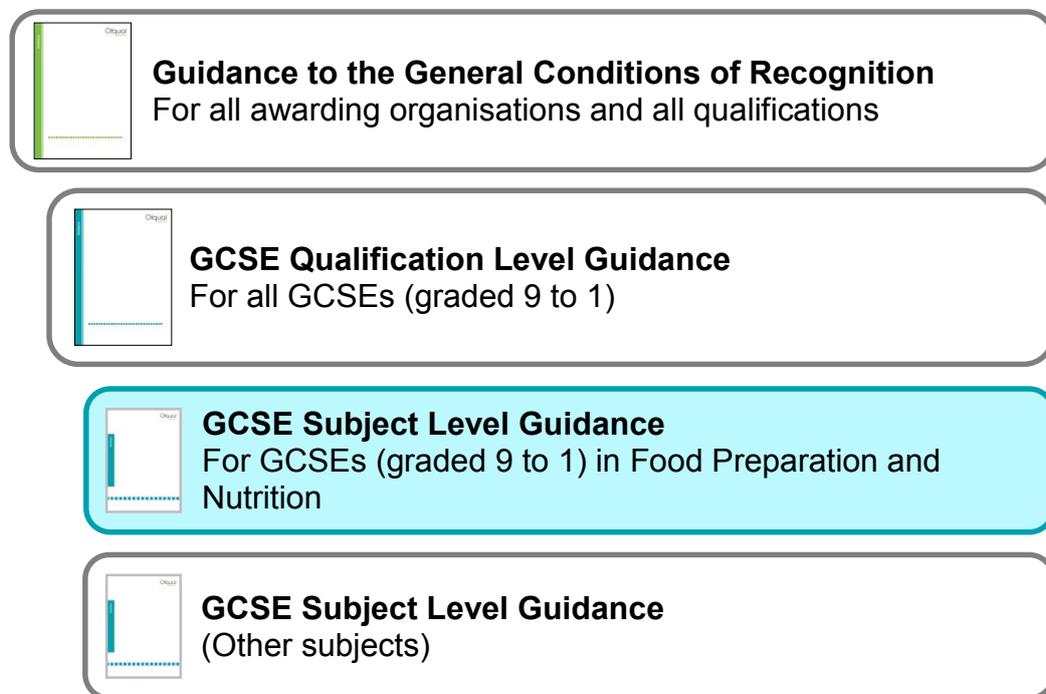
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Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCSE qualifications (graded from 9 to 1).



This document sets out guidance which applies to all GCSE Qualifications (graded from 9 to 1) in Food Preparation and Nutrition. It supports the *GCSE Subject Level Conditions and Requirements for Food Preparation and Nutrition*.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCSE(Food Preparation and Nutrition)¹.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCSE Qualification in Food Preparation and Nutrition that it makes available or proposes to make available. Condition GCSE(Food Preparation and Nutrition)¹ imposes the same obligation in respect of the guidance below which is issued under that Condition.

¹ www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-food

An awarding organisation should use the guidance in this document to help it understand how to comply with the *GCSE Subject Level Conditions and Requirements for Food Preparation and Nutrition*.

Guidance set out in this document

This document provides guidance in relation to assessment, and on assessment objectives, for GCSE Qualifications (graded 9 to 1) in Food Preparation and Nutrition.

Guidance in relation to assessments for GCSE Qualifications in Food Preparation and Nutrition

Condition GCSE(Food Preparation and Nutrition)2.3 allows us to specify requirements and guidance in relation to assessments which are not Assessments by Examination for GCSE Qualifications in Food Preparation and Nutrition.

We set out our guidance for the purposes of Condition GCSE(Food Preparation and Nutrition)2.3 below.

Guidance on the Food Investigation Assessment

We have set out our requirements for the purposes of Condition GCSE(Food Preparation and Nutrition)2.3 in *GCSE Subject Level Conditions and Requirements for Food Preparation and Nutrition*.

These include a requirement for an awarding organisation to ensure that –

15 per cent of the total marks available for the qualification are made available through tasks which assess a Learner's knowledge, skills and understanding in relation to the principles underlying the preparation and cooking of food specified in paragraph 6, section C, of the Content Document (the 'Food Investigation Assessment')

and a requirement that the evidence produced by the Learner for that task must include –

a report produced by the Learner which explains the findings of the Learner's investigation and how these have been applied to achieve the relevant result

We would expect the total length of each such report to be between 1,500 and 2,000 words.

Although we will expect an awarding organisation to set an indicative word limit within these parameters, we would not expect a Learner to be penalised solely on the basis that the length of his or her extended response(s) differed from that indicative word limit.

Guidance on assessment objectives for GCSE Qualifications in Food Preparation and Nutrition

Condition GCSE(Food Preparation and Nutrition)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCSE Qualifications in Food Preparation and Nutrition.

We published our requirements in relation to assessment objectives in *GCSE Subject Level Conditions and Requirements for Food Preparation and Nutrition*, and reproduce them in the table below.

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	20%
AO2	Apply knowledge and understanding of nutrition, food, cooking and preparation.	30%
AO3	Plan, prepare, cook and present dishes, combining appropriate techniques.	30%
AO4	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	20%

We set out below our guidance for the purposes of Condition GCSE(Food Preparation and Nutrition)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and

- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCSE(Food Preparation and Nutrition)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.			20%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Demonstrate knowledge of nutrition, food, cooking and preparation.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments² (but not in every assessment). ■ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.³ ■ A reasonable balance between nutrition, food, cooking and preparation in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> ■ Individual questions/tasks do not need to address nutrition, food, cooking and preparation in combination. Awarding organisations should justify their approach to targeting nutrition, food, cooking and preparation in their assessment strategies.
	1b – Demonstrate understanding of nutrition, food, cooking and preparation.		

² For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCSE Qualification in Food Preparation and Nutrition. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

³ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge that is part of the specification. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ A reasonable balance between nutrition, food, cooking and preparation in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> ■ Application could relate to practical and/or theoretical contexts. ■ Individual questions/tasks do not need to address nutrition, food, cooking and preparation in combination. Awarding organisations should justify their approach to targeting nutrition, food, cooking and preparation in their assessment strategies.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Plan dishes combining appropriate techniques.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ No more than 25% of the marks for AO3 for element 1a. 	<ul style="list-style-type: none"> ■ Plan means deciding how to prepare, cook and present dishes, including managing time effectively, selecting appropriate techniques to use, and devising a process of one or more steps (including their order and timings) to deliver the dishes. ■ Appropriate refers to the selection and use of techniques in each phase (plan, prepare, cook and present) to achieve the intended outcome. ■ Techniques means the skill groups and techniques listed in paragraph 7 of the Content Document, including the table contained in that paragraph.⁴ Awarding organisations should justify their approach to coverage of techniques in their assessment strategies.
	1b – Prepare, cook and present dishes, combining appropriate techniques.		

⁴ www.gov.uk/government/publications/gcse-food-preparation-and-nutrition

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.			20%
Strands	Elements	Coverage	Interpretations and definitions
n/a	<p>1a – Analyse different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p> <p>1b – Evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ At least 40% of the marks for AO4 for each of elements 1a and 1b. 	<ul style="list-style-type: none"> ■ Analyse includes: <ul style="list-style-type: none"> □ interpreting data/information; □ identification of component parts, ingredients and/or commodities, and processes; and □ making links between findings and potential development, for example, to suit the needs of a target group. ■ Evaluate includes: <ul style="list-style-type: none"> □ using findings to justify and make informed decisions; and □ reviewing work completed, reflecting on outcomes and suggesting possible improvements and/or alternatives. ■ Element 1a includes sensory and nutritional analysis. ■ Individual questions/tasks do not need to address nutrition, food, cooking and preparation in combination. Awarding organisations should justify their approach to targeting nutrition, food, cooking and preparation in their assessment strategies. ■ Individual questions/tasks do not need to address both food made by themselves and food made by others. Awarding organisations should justify their approach to targeting food made by themselves and food made by others in their assessment strategies.

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