

WJEC GCSE Food and Nutrition

Approved by Qualifications Wales

Delivery Guide

Teaching from 2025

For award from 2027

Version 2 - February 2025



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

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Set and marked by the centre corrected to Set by WJEC, marked by Centre . Please note there are two instances of this change (for Unit 2 and Unit 3)	2

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Aims of the Delivery Guide

The aim of the Delivery Guide is to give an overview of the qualification and to help teachers understand how we assess the GCSE. It will offer an introduction to the specification, an assessment overview, and will support teachers in better understanding how to prepare their learners for the assessment of the different units. More information on each unit can be found in the separate unit guides.

Qualification Structure

WJEC GCSE Food and Nutrition consists of three units:

	Unit title	Type of Assessment	Weighting
Unit 1	Principles of Food and Nutrition	Digital examination	40%
Unit 2	Food Investigation	Non-examination assessment	20%
Unit 3	Food and Nutrition in Action	Non-examination assessment	40%

All units are compulsory.

Unit 1

The purpose of this unit is to:

- develop knowledge and understanding of food and nutrition and food preparation and cooking.

Unit 2

The purpose of this unit is to:

- apply knowledge and understanding of the working characteristics, functions and chemical properties of ingredients in a recipe.

Unit 3

The purpose of this unit is to:

- plan, prepare, cook and present food using appropriate skills and techniques.

Summary of assessment

Unit 1: Principles of Food and Nutrition Digital examination: 1 hour 30 minutes 40% of qualification	80 marks
Questions requiring objective responses, quick-response, short and extended answers.	
Unit 2: Food Investigation Non-examination assessment: 8 hours 20% of qualification Marked by the centre and moderated by WJEC	40 marks
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will feature two pre-released briefs which will be set by WJEC each year. Centres can choose one of the two pre-released briefs they would like learners to complete.	
The pre-released briefs, which will include several tasks, will be available via the WJEC Portal.	
Unit 3: Food and Nutrition in Action Non-examination assessment: 12 hours 40% of qualification Marked by the centre and moderated by WJEC	80 marks
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will feature two pre-released briefs which will be set by WJEC each year. Learners can choose one of the two pre-released briefs they would like to complete.	
The pre-released briefs, which will include several tasks, will be available via the WJEC Portal.	

Assessment Objectives

Learners must:

AO1

Demonstrate knowledge and understanding of:

- food and nutrition
- preparing, cooking and presenting food.

AO2

Apply knowledge and understanding of:

- food and nutrition
- preparing, cooking and presenting food.

AO3

Analyse and evaluate different aspects of:

- food and nutrition
- preparing, cooking and presenting food (including food and dishes made by themselves and others).

AO4

Plan, prepare, cook and present dishes, using appropriate skills and techniques.

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

	AO1	AO2	AO3	AO4	Total
Unit 1	15%	15%	10%	-	40%
Unit 2	-	15%	5%	-	20%
Unit 3	-	-	5%	35%	40%
Overall weighting	15%	30%	20%	35%	100%

Specification and Assessment Pack

When we develop new qualifications, we produce the following documents:

- A specification: this covers all the information and skills that learners are expected to know by the end of their course.
- An assessment pack: this contains the Sample Assessment Materials (SAMs) i.e. sample exam papers and sample NEA tasks, relevant controls for the NEA and mark schemes.

This guide builds upon the information in the specification and assessment pack to help further your understanding.

Understanding the specification amplification

Learners should be made aware of:

- the specification stems
- what the specification stems mean.

Specification Stems

When you look through the specification you will notice that in the amplification column we use a variety of wording before the list of content learners need to know; we call this a stem.

Amplification	
Specification Stem	Learners should:
	<ul style="list-style-type: none"> • understand the nutritional value of the food commodity groups • be aware of the contributions cultural influences have had on the food we eat in Wales, including from Black, Asian and minority ethnic communities and individuals.

Each stem is used for a slightly different reason:

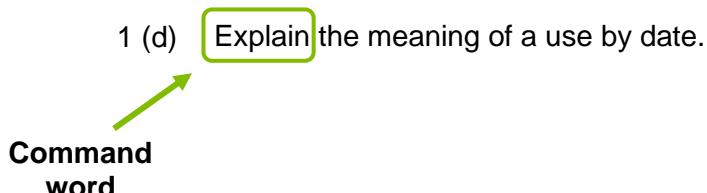
Specification Stem	When it is used
Learners should know	When learners are required to demonstrate basic knowledge and understanding.
Learners should be aware of	When learners need a basic knowledge of the specified content and this does not need to be taught in detail.
Learners should understand	When learners are required to demonstrate greater depth of knowledge and understanding, application of knowledge to contexts, and evaluation and analysis of information.
Learners should be able to	When learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

Command words

Learners should be made aware of:

- what command words are
- what each command word means
- what each command word assesses.

Command words are the words and phrases used in assessments that tell learners how they should answer the question or complete the task. Command words direct the learner through the question or task and indicate the nature of the response required.



The following tables are not exhaustive, but will give you a good idea of the command words we typically use:

Command words for direct recall	
Command Word	Requirements of response
Define	Give the precise meaning of a term.
Describe	Identify distinctive features and give descriptive, factual detail. This is one of the most widely used command words. If an explanation is required, then use two command words: 'describe and explain'.
Drag and drop	Move to another part of a screen using a mouse or similar device.
Find	In response to a mathematical problem.
Give	Produce an answer from recall.
Identify/Tick/Click/Circle	Point out and name from a number of possibilities.
Label	To designate with a name.
List	State the factors (with no explanation or elaboration).
Match/Link	To choose something that has the same quality as something.
Name	Identify or make a list.
Outline	Set out the main characteristics.
Place	Put in a particular position.
Sort/Order	Arrange systematically.
State	Express in clear terms.

Command words for application/demonstration of skills	
Command Word	Requirements of response
Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context. Put into effect in an appropriate way.
Categorise/classify	Arrange into a particular classification or group.
Change	Make an amendment to, for example, code as required by the question.
Collaborate	Make a contribution to the work of a team, supporting team members as required.
Complete	Add necessary items/information.
Demonstrate	Exemplify, describe with reference to examples.
Design	Decide upon the look and functioning of something by making or drawing plans.
Discuss	Present key points.
Display	Present information diagrammatically.
Estimate	Assign an approximate value.
Explain	Give reasons or causes. Show an understanding of how or why something has occurred.
Explore	Investigate without preconceptions about the outcome.
Illustrate>Show	Use a diagram or words to make clear how a concept or theory works in a particular context. Present clarifying examples. Refer to a case study or example.
Interrogate	Question formally and systematically.
Investigate	Carry out research or study into a subject or problem.
Make/Produce/Create	To create/make/manufacture.
Modify	Make changes to give a new orientation to or to serve a new end.
Monitor	Observe, check, or keep a continuous record of something.
Participate	Play a role in.
Perform	To carry out or execute a task, action, or activity.
Place	Put in a particular position.
Plan	A detailed proposal for doing or achieving something.
Populate	Add specified items to.
Present	Communicate in a way that can be clearly followed and understood.
Propose	Suggest a course of action based on supported reasons.
Prove	Demonstrate validity on the basis of evidence.
Record	Obtain and store data and information.

Report	To prepare a detailed account or statement about an event or a topic.
Review	Survey information.
Select/Choose	Make an appropriate choice from a range of options.
Simplify	Re-write an expression or a number in a simpler form.
Suggest	Put forward an idea, reason or course of action.
Summarise	Give a shortened version of something, stating its main points without detail.
Test	To apply a test as a means of diagnosis.
Use	Apply the information provided to a particular theory or concept. Employ, take or hold something for a purpose.

Command words for synthesis and evaluation

Command Word	Requirements of response
Advise	Suggest a proposal or course of action based on supported reasons.
Analyse	Separate information into components identify their characteristics.
Argue	Present a reasoned case.
Assess	This is an evaluative question, meaning that there are a number of possible explanations/arguments/outcomes. Make an informed judgement. Make a judgement about the quality or value of something.
Comment	Present an informed opinion.
Compare	Identify similarities .
Consider	Review and respond to given info.
Contrast	Identify differences only .
Debate	Present different perspectives on an issue.
Develop	To extend, advance, or elaborate.
Discuss	Examine an issue in detail in a structured way, taking into account different ideas.
Distinguish	Identify the differences between two or more factors.
Evaluate	Judge from available evidence.
Examine	Investigate closely.
Judge	To form an opinion/decide upon critically.
Justify	Support case with evidence.
Recommend/Improve	To suggest as appropriate.
Reflect	To consider thoughts, experiences, situation or issue.

Review	To consider something with the intention of making changes if necessary.
Suggest	State a possible reason or course of action.
Support	To maintain or advocate.

Mark Schemes

Mark schemes and/or assessment criteria test the intended learning outcomes for a unit. They describe the knowledge and skills (and possibly attitude) that a candidate is expected to demonstrate in their responses, and are then used in marking the work.

Objective based mark scheme

For very short answer questions requiring one correct response.

Question			Answer	AO1	AO2	AO3	Total Mark
2	(a)	(i)	Identify the main macronutrient found in pasta.				
			Award 1 mark for the correct answer: • Carbohydrates.	1			1

Points based mark scheme

For short answer questions with a range of possible responses.

Question		Answer	AO1	AO2	AO3	Total Mark
2	(c)	List two rules to follow when cooking pasta.				
		Award one mark for each correct rule listed, up to a maximum of two marks. Indicative content: <ul style="list-style-type: none"> • use a large deep pan that is large enough to cover the pasta in water. • make sure you have enough water in the pan to cover the pasta. • boil the water to a rolling boil before adding the pasta. • add salt/seasoning to the water to enhance the flavour/increase boiling point. • never cook pasta with a lid on the pan to allow excess starch to evaporate. • stir pasta in the water to stop it from clumping/sticking to the bottom of the pan. • make sure the pasta is ‘al dente’, firm to bite do not overcook. • drain the pasta fully once cooked in a colander and shake off excess water. 	2			2

Levels based mark schemes

For questions requiring extended responses

Question	Answer
2 (e)	Analyse the benefits of eating wholewheat pasta for a balanced diet.
Indicative content	
<p>Award up to two AO2 marks for the application of knowledge and understanding in relation to eating wholewheat pasta.</p> <p>Award up to four AO3 marks for the analysis of the benefits of eating wholewheat pasta for a balanced diet</p>	
<p>Indicative content</p> <p>Answers may refer to the following:</p> <ul style="list-style-type: none"> • Wholewheat pasta contains more fibre – which helps to promote regular bowel movements, supporting a healthy digestive system. • Wholewheat pasta is made from the wholegrain which contain bran, endosperm and germ – which contains essential nutrients that support blood sugar regulation/cardiovascular health. • Wholewheat pasta is richer in minerals, for example, magnesium/phosphorous/potassium/iron – which maintains overall health to support bone health/muscle function/nervous system function. • Wholewheat pasta is richer in vitamin B – which maintains overall health to support healthy skin, hair, teeth and nails. • Wholewheat pasta provides insoluble fibre in the diet – which supports promoting digestive health, preventing constipation promoting a healthy gastrointestinal tract. • Higher fibre intake is linked to lowering blood cholesterol – which reduced the risk of heart disease. <p>Credit any other valid benefit which relates to the pasta in picture B.</p> <p>Credit any other valid advantage and disadvantage which relate to consuming wholewheat pasta.</p>	

Band	AO2	AO3
4	<p>There are no band 4 marks for this assessment objective.</p> <p>2 marks are awarded as for band 2.</p>	<p>Award 4 Marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> highly effective analysis which identifies relationships includes a through explanation of each aspect.
3	<p>There are no band 3 marks for this assessment objective.</p> <p>2 marks are awarded as for band 2.</p>	<p>Award 3 Marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> effective analysis which identifies relationships includes a detailed explanation of each aspect.
2	<p>Award 2 Marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> detailed knowledge and understanding of the specific health benefits of eating wholewheat pasta. 	<p>Award 2 Marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> some analysis which identifies some relationships includes some explanation of some aspects.
1	<p>Award 1 Mark</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> knowledge and understanding of the specific health benefits of eating wholewheat pasta. 	<p>Award 1 Mark</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> minimal analysis with limited relationships identified brief or no explanation.
0	<p>0 marks</p> <p>Response not credit worthy or not attempted.</p>	

Important Dates

First Teaching of WJEC GCSE Food and Nutrition	September 2025
First assessment for Unit 1	Summer 2027
First release of Unit 2	May 2026
First release of Unit 3	May 2026
First submission of Unit 2	Summer 2027
First submission of Unit 3	Summer 2027
First Certification	Summer 2027