

WJEC GCSE Food and Nutrition

Approved by Qualifications Wales

Guidance for Teaching: Unit 3

Teaching from 2025

For award from 2027



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

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Introduction

The WJEC GCSE Food and Nutrition has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2027, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE Food and Nutrition and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

Qualification Structure

WJEC GCSE Food and Nutrition consists of three units. The qualification is linear and does not contain tiering. There is no hierarchy to the order the units should be taught.

	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%

Assessment

Summary of Assessment – Unit 3

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 and 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.

Overview of Unit 3

Food Investigation (40% of the qualification)

The purpose of this unit is to:

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

In this unit, learners will develop knowledge, skills and understanding in:	
3.1	Factors affecting food choices
3.2	Food planning, preparation and cooking techniques
3.3	Cooking for an audience and purpose

Unit 3 Assessment objectives and weightings

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).	5%
AO4	Plan, prepare, cook and present dishes, using appropriate skills and techniques.	35%

Unit 3 Teacher Guidance

3.1 Factors affecting food choices		
	Content Amplification	Teacher Guidance
3.1.1 The factors that influence food and ingredient choices	<p>Learners should understand the factors that affect food and ingredient choices, when planning and preparing meals and menus, including:</p> <ul style="list-style-type: none"> • cultural influences • food availability and seasonality • levels of physical activity • lifestyles • nutritional needs across life stages • personal preferences • religious beliefs • sensory qualities • shelf life of food • socio-economic influences • specific dietary needs or nutritional deficiencies • emerging trends related to factors that affect food and ingredient choices • benefits of using locally sourced, Welsh food. 	<p>Learners need to understand the different reasons that influence people's food and ingredient choices. These include:</p> <ul style="list-style-type: none"> • Cultural influences: <ul style="list-style-type: none"> • Culture refers to the ideas, customs, and social behaviour of a particular people or society. Cultural influences could be taught alongside religious beliefs. • Food availability and seasonality: <ul style="list-style-type: none"> • Not everyone has the same access to food. This could be due to environmental factors such as the climate, terrain, whether the food can be grown locally or not and what shops are available to buy from. Teachers should also highlight how global events (e.g. wars or pandemics) affect food availability. • Certain fruits, vegetables, meat, fish, seafood and game are grown, reared or harvested at certain times of the year. Teachers need to make learners aware of the benefits of eating foods in season (they can be cheaper, have more flavour, are fresher, better for the environment, supports local economies and are more nutritious) and how these factors will impact on food and ingredient choices. Seasonality will build on learning in Sections 1.1.1, 1.6.1 and 1.6.2. • Levels of physical activity: <ul style="list-style-type: none"> • An individual's physical activity level (PAL) will impact their food choice. For example, athletes would require a higher intake of complex carbohydrate foods, such as rice and pasta, than an average person to ensure they meet their energy needs. Weightlifters would require more protein rich foods in their diet such as eggs and chicken to aid growth and repair of muscle cells. Conversely, people who lead a sedentary lifestyle would need to consume less carbohydrate-based foods than an average person as they are using less energy and so would risk putting on weight due to more calories being consumed than are required.

	<p>An older person would require more Vitamin D and Calcium rich foods such as milk, spinach and oily fish to prevent decalcification from bones and teeth.</p> <ul style="list-style-type: none">• Lifestyles:<ul style="list-style-type: none">• An individual's lifestyle can affect their food choice. For example, people who lead busy lives may rely more on convenience foods and ready meals, whereas someone who is health conscious may buy more healthy ingredients and prepare and cook their own meals.• Nutritional needs across life stages:<ul style="list-style-type: none">• There are different nutritional needs and requirements across infancy, childhood, adolescence, adulthood and later adulthood. Learners should know what foods these different life stages may require more or less of. This can be linked with the teaching and learning of Section 1.3.1.• Personal preferences:<ul style="list-style-type: none">• This will be dependent on an individual's likes and dislikes and how that may impact their food choice.• Religious beliefs:<ul style="list-style-type: none">• Some religions have dietary food laws that may limit food choices or forbid the eating of certain foods. Teachers should ensure that learners are aware of the diets of different religions. They should know the following religious dietary requirements:<ul style="list-style-type: none">• Orthodox Jews must eat food that is 'kosher'. Kosher means 'fit' or 'proper'. Kosher rules mean that meat and poultry must be slaughtered and prepared according to strict Jewish laws, while pork and shellfish are forbidden, and meat and dairy products must not be prepared or eaten together.• Muslims are forbidden from eating meat from a pig and must not consume alcohol. Meat and poultry must be 'halal', meaning that the animals have been slaughtered according to Islamic law as stated in the Qur'an. Muslims will also fast between sunrise and sunset during the period of Ramadan.• Hindus will avoid eating beef due to their belief that the cow is sacred. Many Hindus will follow a vegetarian diet.
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	<ul style="list-style-type: none">• Orthodox Sikhs may choose to follow a vegetarian or vegan diet. They are forbidden from eating 'halal' or 'kosher' food and must not consume alcohol.• Buddhists will mainly follow a vegetarian or vegan diet.• Sensory qualities:<ul style="list-style-type: none">• The taste, texture, appearance and aroma of ingredients and meals can impact on an individual's food choice.• Shelf life of food:<ul style="list-style-type: none">• Use by dates and best before dates can affect an individual's food choice. Teachers can make learners aware of supermarkets Buy One Get One Free (BOGOF) offers and reduced cost food items on 'bargain shelves' and how these need to be considered carefully when planning and preparing menus. People on low incomes may also feel that foods with a longer shelf life are more cost effective due to them being able to be stored for longer and being cheaper to buy in bulk. This could link into methods of keeping food for longer such as refrigeration, freezing or other methods of preservation listed in Section 1.5.3.• Socio-economic influences:<ul style="list-style-type: none">• A person's income can affect their diet. People on lower incomes will be more likely to make less healthy food choices and eat less fruit and vegetables. People with higher incomes will have more opportunities and resources to be able to make healthier food choices.• Specific dietary needs or nutritional deficiencies:<ul style="list-style-type: none">• Different types of specific dietary needs or nutritional deficiencies will impact on a person's food and ingredient choice. This section will link with teaching and learning for Section 1.3.2. The list of dietary needs should include:<ul style="list-style-type: none">• Coeliac disease• Type 2 diabetes• Anaemia• Cardiovascular disease• Food intolerances and allergies (e.g. gluten intolerance, lactose intolerance, peanut allergy etc.).
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- Emerging trends related to factors that affect food and ingredient choices:
 - Teachers should make learners aware of any new trends that may influence people's food and ingredients choices. For example, 2023 saw smart kitchen gadgets such as air fryers become an extremely popular piece of kitchen equipment. In 2024, Artificial Intelligence gained popularity through helping people find recipes and create dishes to make at home.
- Benefits of using locally sourced, Welsh food:
 - There are benefits of using Welsh produce, such as the benefit to the environment of fewer air miles, the possibility of local produce being cheaper, the impact of supporting the local economy and food provenance.

Example activities:

Learners could be given the opportunity to plan, prepare and cook dishes that cater for a selection of groups from the list above. For example:

- Food availability and seasonality: when learning about the fruit and vegetable commodity group in Section 1.1.1, learners could then plan, prepare and cook a dish/dishes that only use fruit or vegetables that are in season at that time of year.
- Specific dietary needs or nutritional deficiencies: a practical task that requires learners to plan, prepare and cook a dish/dishes for someone that needs to increase their iron intake due to having anaemia.
- Specific dietary needs or nutritional deficiencies: a class practical session or teacher demonstration, whereby a white sauce is made using a milk alternative to suit someone with a lactose intolerance. Should this be done as a teacher demonstration, then it could provide an opportunity for learners to try the sauce and practice some of the evaluation skills listed in Section [3.3.4](#).

3.1.2 Making choices about food and ingredients	<p>Learners should be able to consider the factors that affect food and ingredient choices to:</p> <ul style="list-style-type: none">make informed decisions for themselves and others about food and drinkjustify the choices for themselves and others about food and drinkplan and prepare food outcomes.	<p>Learners need to be able to make food and ingredient choices and consider a range of factors that may affect those choices, as listed in Section 3.1.1. Once learners have been able to fully consider those factors, they must be able to justify and explain the food and drink choices that they have made. The ability to make informed choices and justify them will enable learners to plan and prepare dishes suitable for themselves and others. When justifying their choice of dishes for the non-examination assessment of this unit, consideration should be given to some of the factors listed in Section 3.1.1.</p> <p>Example activity: Teachers can provide learners with the opportunity to choose dishes suited to a particular group of people, throughout the delivery of the course. Learners can provide reasons explaining and justifying why the dishes they have chosen are suitable. This could involve learners being asked to suggest dishes for a specific dietary need, justifying and explaining the reasons why they have chosen the dishes, in depth.</p>
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3.2 Food planning, preparation and cooking techniques

Content Amplification		Teacher Guidance
<p>3.2.1 Planning to cook</p> <p>Learners should understand the stages of a cooking plan, including:</p> <ul style="list-style-type: none"> • selecting a recipe (including adapting a recipe) • ingredients and quantities • timings (including contingency plans) • food hygiene and safety • sequencing • presenting • serving • evaluating. <p>Learners should be able to produce a timed order of work to be able to cook:</p> <ul style="list-style-type: none"> • a single food outcome • a number of food outcomes. 	<p>Learners need to understand why a time plan is required and how to plan the production of two or more dishes. They need to be able to select suitable recipes, adapting them where necessary, and produce a sequenced/dovetailed plan. They should demonstrate the ability to select a recipe for a specific target group or for a specific task which could require learners to choose a standard recipe and adapt it to suit a specific group or brief.</p> <p>The production of a sequenced/dovetailed cooking plan should include three clear sections:</p> <ul style="list-style-type: none"> • mise en place • cooking • presenting and serving. <p>Accurate timings should be included for each stage of the plan along with any relevant food hygiene and safety points. An ingredients list with accurate weights and quantities should also be included, ideally within the stages of the plan, but could also be included as a separate list.</p> <p>Learners must be given the opportunity to evaluate their cooking plan, discussing the strengths and weaknesses of each section.</p> <p>Example activity: Learners (this could be individually or as groups) can be provided with a target group to focus on, for example, people who are lactose intolerant. They could then be given a standard recipe for a cheesecake and a lasagne, and the learners would need to adapt the recipe to suit the requirements of a person with lactose intolerance.</p> <p>The task could be extended by requiring learners to identify what skills are demonstrated in each dish and by requiring them to make the dish as cheaply as possible (for example, looking at price variations between own brand digestive biscuits and branded digestive biscuits).</p>	

<p>3.2.2</p> <p>Techniques for preparing, cutting and cooking food outcomes</p>	<p>Learners should understand:</p> <ul style="list-style-type: none"> • the purpose of each of the techniques used to prepare, cut and cook food outcomes, as listed in Appendix A within the Specification • the desired result of each technique on the food outcome. <p>Learners should be able to present food in a suitable manner, reflecting the audience and purpose.</p> <p>Learners should be aware of:</p> <ul style="list-style-type: none"> • locally sourced, Welsh ingredients • foods, ingredients and cooking methods that reflect the diverse cultural contributions, including from Black, Asian and minority ethnic communities and individuals, on the food we eat in Wales. 	<p>Learners should be given opportunities to not only demonstrate each of the techniques listed in Appendix A within the Specification, but also understand why different techniques are used and what the desired results are. For example, when kneading dough, learners should understand that the kneading will develop the gluten to make the dough stretchy and elastic. If the dough is under kneaded then the dough will lack elasticity and structure, which may make the dough dense and lead to a poor rise.</p> <p>Another example could be blind baking pastry. Learners should understand that some pastry products need to be blind baked before adding a filling to ensure the pastry is crisp and there is no soggy bottom to the pastry product.</p> <p>Learners should be given opportunities throughout the course to present food in a manner which reflects the audience and purpose. This could include using different garnishing techniques, decorations or accompaniments.</p> <p>Opportunities should also be provided for learners to make dishes that use locally sourced Welsh ingredients. This could be produce from the local area or dishes that use Welsh ingredients. Teachers should also provide opportunities for learners to use foods, ingredients and cooking methods from a diverse range of cultures. This could be done through practical sessions where learners prepare and make multicultural dishes.</p>
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Example activity				
Skill	Definition	Examples	Image	Possible issues
Mashing *	Mashing foods to soften them.	Bananas, mashed potatoes		If foods are under mashed, then they could be lumpy.
Deseeding **	Seeds are removed from foods	Tomatoes, peppers, raspberries (in a coulis), chillies		If all the seeds are not removed, then this may affect the appearance of the final dish or give an unwanted texture or flavour.
Caramelising ***	Caramelising sugar to provide a golden colour or give a crunchy texture	Crème brûlée, spun sugar, caramel sauce		Over caramelising may lead to a burnt appearance and bitter taste. Under caramelising may not melt the sugar enough for the desired result, leading to partially melted sugar which may have a gritty texture in the final outcome.

Task 2 – Provide learners with images of dishes that have been presented in different ways and ask them to identify the audience or purpose and explain why the food has been presented that way.

For example, you may provide a similar image to the one below.



Learners would be expected to identify that it is a packed lunch for a child. A range of colourful fruit and vegetables have been included to interest the child but to also contribute to the required five fruit and vegetables a day. The sandwiches have been cut into shapes to make them more fun for the child eating them. A range of textures have been provided and the lunchbox meets the requirements of the Eatwell Guide.

Extension – learners could explore other ways the food choices could be presented e.g. Party in a leisure centre.

<p>3.2.3 Hygiene practices and procedures</p>	<p>Learners should understand food hygiene and safety practices and procedures when preparing, cooking, presenting and storing food.</p> <p>Learners should be able to prepare, cook and present food outcomes, using:</p> <ul style="list-style-type: none"> • correct personal hygiene • safe working practices • correct food safety practices and procedures • correct storage and temperature control. <p>Learners should be aware of guidelines for:</p> <ul style="list-style-type: none"> • cooking and reheating food • temperature control of food • use by and best before dates. 	<p>Learners need to understand the importance of food hygiene and safety practices when preparing, cooking, presenting and storing food, and should be able to demonstrate this in a practical setting. Learners should be able to:</p> <ul style="list-style-type: none"> • understand and demonstrate correct personal hygiene practices when handling, preparing, cooking and serving food • demonstrate safe use of all kitchen equipment • work safely and hygienically, keeping work areas clear and clean • understand and demonstrate how to prevent cross-contamination • store food correctly whilst being able to understand and demonstrate the correct temperatures for the storage, cooking, hot-holding, serving and reheating of food • understand the conditions required for bacteria to multiply and be able to minimise the risk of food poisoning • check use by and best before dates on foods and ingredients to be used. <p>Example activity: Teachers should provide opportunities during practical lessons for learners to be able to put in to practice the theoretical knowledge gained in this area. During practical lessons, constant reference should be made to the theory that learners have been taught in Sections 1.5.1, 1.5.2 & 1.5.4 of the specification.</p>
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3.3 Cooking for an audience and purpose		
	Content Amplification	Teacher Guidance
3.3.1 Selecting and adapting recipes to produce food outcomes	<p>Learners should be able to develop a food production plan based on a brief.</p> <p>Learners should be able to, when selecting a recipe, consider the:</p> <ul style="list-style-type: none"> • suitability of the recipe • suitability for the audience and purpose • factors that affect food choices. <p>Learners should be able to select and/or adapt a recipe for:</p> <ul style="list-style-type: none"> • a single food outcome • a number of food outcomes. 	<p>Learners should be able to produce a timed order of work for not only one single dish but also three or more food outcomes.</p> <p>Learners should be able to select a recipe for a specific target group or for a specific task. This may require learners to choose a standard recipe and adapting it to suit the specific group or task.</p> <p>Learners should be able to produce a sequenced/dovetailed cooking plan that includes three clear sections:</p> <ul style="list-style-type: none"> • mise en place • cooking • presenting and serving. <p>Timings should be included for each stage included in the plan, along with any relevant food hygiene and safety points. An ingredients list with accurate weights and quantities should also be included, ideally within the stages of the plan or as a separate list.</p> <p>Learners must also be given the opportunity to evaluate their cooking plan, discussing the strengths and weaknesses of each section.</p> <p>Example activity: Learners can be provided with 2 or 3 different recipes on coloured paper.</p> <p>Task 1: Ask learners to adapt each recipe to suit a specific dietary need (for example, ask the learners to adapt the recipes to suit someone with anaemia, which would require them to include extra iron in their diet). Although this type of activity has been suggested in Section 3.2.1, the more practice learners get at adapting recipes, the better.</p>

		<p>Task 2: Learners can then cut out each stage of the recipe and sequence/dovetail the recipes to ensure they are all served at the same time. Learners can stick the sequenced method onto a large sheet of paper, ensuring that they have 3 clear sections (mise en place, cooking and presenting and serving), have accurate timings and have included hygiene and safety points throughout.</p>
3.3.2 Selecting and using suitable preparation, cooking and serving techniques	<p>Learners should be able to demonstrate:</p> <ul style="list-style-type: none"> • a range of suitable techniques, as listed in Appendix A within the Specification: <ul style="list-style-type: none"> • to prepare food outcomes • to cook food outcomes • to serve and present food outcomes: examples of suitable preparation, knife and cooking techniques from each level of complexity (categorised as basic, medium and complex, as listed in Appendix A within the Specification) as suitable for the food outcome produced • how to present and serve food items; food styling, garnishing, portion control. <p>Learners should be aware of:</p> <ul style="list-style-type: none"> • developments in preparation and cooking techniques. 	<p>Learners should be taught a range of preparation, knife and cooking techniques from the list in Appendix A within the Specification. They will need to understand the three categories of skill level; Basic, Medium and Complex, and be given opportunities to prepare, cook and present a range of dishes that include skills from within each category.</p> <p>Learners should be able to identify the skills used within each dish they make and keep a record of what skills they have used throughout the course of the qualification. Teachers should ensure that learners are given opportunities to complete all the skills listed in Appendix A within the Specification enabling them to make informed choices when planning dishes.</p> <p>Learners should be encouraged to increase the skill level of a dish where possible. For example, if learners make a pasta dish using dried pasta, then there could be an opportunity to upskill the dish by making fresh pasta.</p> <p>Learners should be taught how to present food attractively whilst considering the audience and purpose of the dishes they are presenting.</p> <p>Learners should be given opportunities to prepare, cook, present and serve a range of dishes that cover multiple preparation, knife and cooking techniques listed in Appendix A within the Specification. Learners should be encouraged to keep a checklist of the skills they have completed once they have made each dish, ensuring that they have completed a range of Basic, Medium and Complex skills.</p>

		<p>Below is a small selection of dishes that provide examples of basic, medium and complex level skills. A more comprehensive list can be found in the Skills Summary document, available on the WJEC website.</p>			
Name of dish	Methods used to prepare	Preparation techniques	Knife techniques	Cooking techniques	
Leek & Potato Soup	Knife skills – peeling, dicing, slicing, vegetables, crushing garlic. Sautéing, simmering. Blending.	Weighing ** Measuring ** Blending *	Slicing ** Peeling * Dicing **	Sautéing ** Boiling *	
Chilli con carne with rice	Meat sauce: Knife skills – dicing vegetables, crushing garlic. Sautéing, simmering. Cooking rice (various methods) so that it is fluffy and grains are well separated.	Weighing ** Measuring **	Slicing ** Peeling * Dicing **	Sautéing ** Boiling *	
Apple crumble & custard	Crumble: Knife skills – peeling, consistently slicing apple thinly. Layering. Rubbing-in. Assembly and baking. Custard: Separating egg white and yolk. Make a custard with egg yolk (not custard powder, and not with cornflour as a stabiliser). Making custard without scrambling egg. Correct viscosity.	Weighing ** Measuring ** Rubbing-in ** Mixing **	Peeling * Slicing **	Baking ** Tempering (custard) ***	

	Lemon tart with raspberry compote	<p>Shortcrust pastry/pâte sucre:</p> <p>Rubbing-in.</p> <p>Mixing.</p> <p>Forming dough of correct consistency, resting dough.</p> <p>Rolling out and lining tin.</p> <p>Baking blind.</p> <p>Custard:</p> <p>Lemon zesting and squeezing.</p> <p>Separating egg white and yolk.</p> <p>Make a cold custard with egg yolk.</p> <p>Baking – ensure egg is set and not overcooked (needs a wobble).</p> <p>Tart can be cut neatly and will keep its shape (i.e. not flow).</p> <p>Compote:</p> <p>Stewing fruit gently, to produce the compote.</p>	<p>Weighing **</p> <p>Measuring **</p> <p>Rubbing-in **</p> <p>Mixing **</p> <p>Rolling **</p> <p>Blending *</p> <p>Zesting *</p> <p>Juicing *</p> <p>Shaping (pastry) ***</p>		Baking blind *** Baking *
3.3.3 Exploring the nutritional values of food outcomes	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • explore the nutritional value of food • suggest changes to ingredients and quantities to meet the needs of the audience in relation to the nutritional value of a food outcome. <p>Learners should be aware of:</p> <ul style="list-style-type: none"> • how to calculate the nutritional value in a food outcome • methods for adapting the nutritional value of food outcomes • how to present and serve food items; food styling, garnishing, portion control. 	<p>Learners should be able to identify the nutrients included in the ingredients of a dish and understand their nutritional value to an individual. This is an opportunity to link with the theory knowledge gained in Unit 1. This could involve listing the main ingredients in a dish and then stating what nutrients are in each ingredient and what the function of the nutrient is in the body.</p> <p>Learners must also be able to suggest changes to ingredients and quantities to suit the specific nutritive requirements of individuals or groups of people. For example, if learners have made a Quiche Lorraine, they must be able to suggest changes to the dish if it needed to be lower in fat content to suit a dietary need.</p> <p>Opportunities should be given to learners to make a range of accompaniments that would be suitable for a number of different dishes.</p>			

		<p>Example activities:</p> <ul style="list-style-type: none"> Learners could analyse the nutrition of dishes that they have made in lessons. This could be analysing the nutrients of the ingredients in the dishes and stating their function, or they could use a nutritional analysis program to analyse the nutritive content of the dish. This could be completed as a classroom-based exercise or be set as a homework task. Learners could research garnishes suitable for different dishes they make throughout the duration of the course. The research could include watching videos of garnishing techniques available on the internet or compiling a PowerPoint presentation of images of different techniques. They could then choose some different garnishes to practice in practical lessons. Learners could use pre-bought food items (e.g. a teacake or cherry bakewell) and spend the lesson using garnishing techniques to present the item as a finished dish.
3.3.4 Evaluating the success of food outcomes	<p>Learners should be able to evaluate the success of food outcomes using the following factors:</p> <ul style="list-style-type: none"> recipe selection use of ingredients and quantities preparation and cooking techniques used time management health, safety and hygiene nutritional benefits success of adaptations presenting and serving tasting (using sensory descriptors) suitability for audience and purpose. 	<p>Opportunities should be given to evaluate a range of different factors, as listed, and know the difference between providing an analytical evaluation as opposed to a descriptive one. This will enable learners to develop the necessary evaluation skills that can be transferred to the completion of non-examination assessments.</p> <p>Example activity:</p> <p>Classroom-based or homework tasks could be set so that learners could evaluate different amplification criteria for dishes that they have made throughout the duration of the course. This could start with learners providing verbal feedback, but as they develop their skills, progress to providing written feedback.</p> <p>Learners should become more confident with their evaluation skills as the course progresses, which will enable them to successfully complete the evaluation section of the non-examination assessment task for this unit.</p>

Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
Take part in a variety of cooking tutorials and experiences, such as practical demonstrations from teachers or professional chefs, either in person or online	Opportunities for this learning experience can be found in: <ul style="list-style-type: none"> • 3.2.2 • 3.3.2
Gain experience of receiving and responding to feedback	Opportunities for this learning experience can be found in: <ul style="list-style-type: none"> • 3.3.2 • 3.3.4
Work collaboratively when planning and preparing meals and menus	Opportunities for this learning experience can be found in: <ul style="list-style-type: none"> • 3.1.2 • 3.2.1 • 3.3.1 • 3.3.2 • 3.3.3 • 3.3.4
Explore the various career opportunities within the related sectors	Opportunities for this learning experience can be found in: <ul style="list-style-type: none"> • 3.3.2 • 3.3.3
Make appropriate use of digital technology	Opportunities for this learning experience can be found in: <ul style="list-style-type: none"> • 3.3.2 • 3.3.3 • 3.3.4

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands											
Cross-cutting Themes											
		<p>There are many opportunities to include Local, National and International Contexts in GCSE Food and Nutrition. These opportunities are important to Learners because it will develop an appreciation of the origins of the foods we eat in Wales today and the importance of the contributions made by different cultures including from Black, Asian and minority ethnic communities and individuals. This will develop an understanding of how cultural influences shape our eating habits and determine the ingredients, cooking methods used and the meal patterns of the Welsh people. Learners will also have an awareness of food inequality on a local, national and international scale and be confident discussing the disparity certain groups and societies face relating to the unequal access to food around the world.</p> <p>Below are some examples of how Local, National and International Contexts can be embedded into teaching and learning:</p>									
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Local, National & International Contexts											

Sustainability	<p>There are many opportunities to include Sustainability in GCSE Food and Nutrition. These opportunities are important to Learners because it will prepare them to become responsible, informed, and engaged citizens who understand the complexities of the food system and its impact on the planet, their health, and society. It will enable them to make better choices and to actively participate in creating a more sustainable and equitable world for future generations.</p> <p>Below are some examples of how Sustainability can be embedded into teaching and learning:</p>		
	Specification Reference	Amplification	Example
	3.1.1 3.1.2	Developing learners understanding and awareness of how food systems can affect the environment, support local economies and meet the nutritional needs of people is key to ensuring we have enough food for future generations.	Learners will be taught how food availability and seasonality are important considerations to make when they make choices about selecting and buying food. Learners should understand that sustainability is about ensuring that food is accessible, affordable, and nutritious for everyone.
	3.2.2		Learners will be made aware of how using locally sourced Welsh produce will have an impact on the environment around them. By buying locally, it is better for the environment due to less air miles being used, support for the local economy, cheaper prices and a reduction in food waste.

Relationships and Sexuality Education	<p>There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE Food and Nutrition. These opportunities are important to Learners because they allow them to gain an understanding of their bodies, relationships, and overall well-being. By addressing both the physical and emotional aspects of health, these subjects can enable learners to make informed choices that contribute to a healthier, more balanced life. The interaction between food, nutrition, emotional well-being, and relationship health highlights the importance of fostering self-respect, consent, emotional intelligence, and resilience in students, helping them navigate their personal and social lives with confidence and responsibility.</p> <p>Below are some examples of how RSE can be embedded into teaching and learning:</p>		
	<i>Specification Reference</i>	<i>Amplification</i>	<i>Example</i>
	3.1.1 3.1.2	Factors such as Physical Activity Levels, nutritional needs across life stages and how differing lifestyles can affect a learners' relationships and well-being.	Learners will have the opportunity to discover that certain factors can have an impact on people's relationships and well-being when they are making choices about food and drinks. They will understand that having a balanced diet throughout the different life stages will have an impact on their diet and health.
	3.3.1 3.3.3	Being able to make informed choices about food and ingredients and having the ability to select and adapt recipes as needed.	Learners will be given the opportunity to select and adapt recipes to suit the needs of different audiences and contexts. This will enable them to develop empathy and understanding of the diverse dietary needs of people living different lifestyles.

Human Rights Education and Diversity	<p>There are many opportunities to include Human Rights Education and Diversity in GCSE Food and Nutrition. These opportunities are important to Learners because it can help them understand the connections between food, culture, human rights, and social justice, enabling them to become informed, compassionate, and active global citizens.</p> <p>Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:</p> <table border="1" data-bbox="500 452 1941 1197"> <thead> <tr> <th data-bbox="500 452 736 536">Specification Reference</th><th data-bbox="736 452 1230 536">Amplification</th><th data-bbox="1230 452 1941 536">Example</th></tr> </thead> <tbody> <tr> <td data-bbox="500 536 736 1197">3.1.1 3.2.2</td><td data-bbox="736 536 1230 1197"> <p>By embedding human rights and diversity into the teaching of food, learners will gain an understanding of the connections between food production, culture and social and ethical factors, enabling them to make informed food choices. They will be given an opportunity to make informed food choices for themselves and others and be able to prepare, cook and serve dishes that are from a diverse range of cultures.</p> </td><td data-bbox="1230 536 1941 1197"> <p>Learners will gain knowledge about where their food comes from and what factors can affect the production of food. They will learn that some of these factors are linked to human rights and are protected characteristics. Learners will also understand that cultural diversity is a part of people's right to preserve and practice their cultural heritage and that everyone has a right to enjoy and maintain their cultural food traditions without discrimination. They will use this knowledge to be able to make informed food choices for themselves and others.</p> <p>Learners will also be given the opportunity to use the foods, ingredients and cooking methods that reflect the diverse cultural contributions, including from Black, Asian and minority ethnic communities and individuals, on the food we eat in Wales.</p> </td></tr> </tbody> </table>	Specification Reference	Amplification	Example	3.1.1 3.2.2	<p>By embedding human rights and diversity into the teaching of food, learners will gain an understanding of the connections between food production, culture and social and ethical factors, enabling them to make informed food choices. They will be given an opportunity to make informed food choices for themselves and others and be able to prepare, cook and serve dishes that are from a diverse range of cultures.</p>	<p>Learners will gain knowledge about where their food comes from and what factors can affect the production of food. They will learn that some of these factors are linked to human rights and are protected characteristics. Learners will also understand that cultural diversity is a part of people's right to preserve and practice their cultural heritage and that everyone has a right to enjoy and maintain their cultural food traditions without discrimination. They will use this knowledge to be able to make informed food choices for themselves and others.</p> <p>Learners will also be given the opportunity to use the foods, ingredients and cooking methods that reflect the diverse cultural contributions, including from Black, Asian and minority ethnic communities and individuals, on the food we eat in Wales.</p>
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Careers and Work-Related Experiences	<p>There are many opportunities to include Career and Work-Related Experiences (CWRE) in GCSE Food and Nutrition. These opportunities are important to Learners because it enables them to bridge the gap between academic learning and the practical world and will enable them to see the connection between what they study in the classroom and how it applies to real-world careers in food and nutrition. This could include roles in food science, nutrition, food production, catering, hospitality, public health, and sustainability. These experiences not only make the subject more engaging but also provide students with the skills, knowledge, and confidence needed for future careers and further study. By experiencing food and nutrition-related work firsthand, learners are better prepared to contribute to and succeed in a diverse and evolving industry.</p> <p>Below are some examples of how CWRE can be embedded into teaching and learning:</p>						
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Cross-curricular Skills – Literacy			
Listening	<p>There are many opportunities to include Literacy in GCSE Food and Nutrition. These opportunities are important to Learners because they form the foundation for both theoretical understanding and practical application of knowledge. Whether reading recipes, following safety procedures, analysing food labels, writing coursework, or explaining nutritional concepts, strong literacy skills allow students to engage with the subject at a deeper level.</p> <p>Below are some examples of how Literacy can be embedded into teaching and learning:</p>		
	Specification Reference	Amplification	Example
	3.2.2 3.3.2 3.3.4	Listening is essential to enable learners to understand subject specific vocabulary throughout the duration of the course. They will also be required to listen to instructions, demonstrations and external speakers. Learners will also need to listen to feedback on food outcomes.	Learners will be required to listen to demonstrations and instructions to ensure they are able to undertake cooking skills and techniques hygienically, safely and competently. Learners will be required to listen to feedback on the suitability of food choices they have made for a specific audience and purpose. They will also be required to listen to evaluative comments on their food outcomes enabling them to amend and improve dishes as required based on the feedback they have been given.

	Specification Reference	Amplification	Example
Reading	3.1.1 3.2.1 3.2.3 3.3.1	Reading will be an important skill which will provide learners with the necessary knowledge to understand concepts and be able to apply them in a practical context.	Learners will need to be able to read about a range of factors that can influence a person's choice of food. For example, they will need to read about different religious beliefs and how these can affect food choice. Learners will need to be able to read recipes to be able to select suitable ones and make adaptations as required. They will also need to read food production plans to be able to follow them when preparing, cooking and serving food. Learners will need to be able to read food labels for ingredient quality control checks.
Speaking	3.2.2 3.2.3 3.3.2 3.3.3 3.3.4	Amplification Learners should be able to communicate effectively to be able to convey their thoughts and ideas, demonstrate their knowledge and be able to work as part of a team.	Example During lessons, learners should be asked questions that they can respond to verbally to show their knowledge and understanding of a topic or technique. This could be during theory and practical lessons. When evaluating and reviewing dishes, learners should be able to make suitable evaluative comments verbally. These could be comments made to the teacher, individually to other learners, or as part of a group.

	Specification Reference	Amplification	Example
Writing	3.1.2 3.2.1 3.2.3 3.3.1 3.3.3 3.3.4	There will be plenty of opportunities for learners to demonstrate their writing skills. This may be in theory lessons where learners gain subject specific knowledge or when completing their NEA.	Learners will need to make informed food choices for themselves and others, considering many of the factors listed in Section 3.1.1 and they will need to be able to provide written reasons as to why they have made these choices. Learners will need to produce written food production plans as part of their NEA. They will need to structure their plans so that they are sequenced and written clearly so that they can be followed accurately. Learners will also need to be able to evaluate their NEA performance and communicate their analysis in a written format.

<h3 style="text-align: center;">Cross-curricular Skills – Numeracy</h3>			
	<p>There are many opportunities to include Numeracy in GCSE Food and Nutrition. These opportunities are important to Learners because they will be able to perform numerical tasks accurately and efficiently, ensuring that they not only understand the theoretical aspects of weighing and measuring, calculating nutritional information, scaling recipes, interpreting and analysing data and planning menus, but can also apply them in practical, real-world situations.</p> <p>Below are some examples of how Numeracy can be embedded into teaching and learning:</p>		
Developing Mathematical Proficiency	<p>Specification Reference</p> <p>3.2.1 3.3.1 3.3.3</p>	<p>Amplification</p> <p>Mathematical proficiency is a key skill that learners will need to be able to demonstrate to ensure they can analyse data, and weigh and measure accurately.</p>	<p>Example</p> <p>Weighing and measuring accurately is a key element of preparing and cooking dishes and so learners will need to be able to perform these skills competently to ensure their food outcomes are made accurately, which will also reduce the possibility of food waste.</p> <p>Learners should be able to suggest changes to ingredients and quantities of dishes as required. They must be able to use their mathematical proficiency to be able to do so. Learners will also be required to calculate the nutritional values of the dishes they have made using a suitable nutritional analysis program.</p>

	Specification Reference	Amplification	Example
Understanding the number system helps us to represent and compare relationships between numbers and quantities	3.2.1 3.3.1	Understanding the number system provides a foundation for accurately measuring, comparing, and analysing quantities and relationships in food and nutrition. These skills enable learners to approach recipes and nutritional information with confidence, ensuring accuracy and consistency in both practical and theoretical work.	<p>Learners will be required to adapt recipes to suit a particular audience and purpose which may require recipes to be scaled accordingly. Understanding the number system enables learners to measure and scale ingredients accurately. For example, understanding decimals and fractions allows learners to work with different units (e.g. grams, litres) and ensure correct ingredient quantities, which is essential for achieving the desired flavour, texture, and appearance of dishes, whilst also minimising food waste.</p> <p>Learners should be able to understand and compare nutritional values, such as grams of sugar or protein per serving of a dish. Understanding decimals and percentages will allow learners to make direct comparisons between products, enabling them to make informed food choices.</p>

<p>Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world</p>	<p>Specification Reference 3.3.2</p>	<p>Amplification Geometry helps learners to cut, slice, and shape ingredients in a uniform way, which is important for even cooking and correct presentation. Measurements are crucial in cooking, ensuring accuracy in recipes.</p>	<p>Example Certain recipes will require learners to cut, slice and shape food. Understanding shape and size will ensure learners know how these can affect cooking times. Geometry can also be used to present food in a balanced and aesthetically pleasing way, which will be required for one of the pieces of NEA in Unit 3. Accurate weighing, measuring and timing is fundamental to the successful outcomes of many dishes, which links to the real world. Portion size is also key to nutritional accuracy as part of a balanced diet.</p>
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Cross-curricular Skills – Digital Competence			
Interacting and Collaborating	<p>There are many opportunities to include Digital Competence in GCSE Food and Nutrition. These opportunities are important to Learners because it will enable them to research, analyse, and present information effectively. These skills allow learners to work more efficiently, stay organised, and enhance the quality of their NEA work</p> <p>Below are some examples of how Digital Competence can be embedded into teaching and learning:</p>		
	Specification Reference	Amplification	Example
	3.1.2 3.2.1 3.3.1 3.3.2 3.3.3 3.3.4	Interacting and collaborating will play an important part in this qualification due to technology being increasingly integrated into food education and the food industry.	<p>Learners will use digital devices to research topics linked to their NEA. This may be information about the task, searching for recipes or online cooking videos/demonstrations.</p> <p>Learners will be required to submit their NEA work in digital format and so will be required to interact with their teachers to submit their work. They may also complete part of their work in groups with other learners and so working collaboratively online will be a necessity.</p> <p>Learners can use online nutritional analysis tools to analyse the nutritional content of dishes they are planning on making or have made. Learners are also required to provide images of their NEA work and so mobile devices may not only be used to take photos but could also be used to highlight specific parts of their dish or be used for annotation purposes.</p>

Producing	<p>Specification Reference</p> <p>3.3.1 3.3.2 3.3.3</p>	<p>Amplification</p> <p>Digital tools will be used to present and enhance their work.</p>	<p>Example</p> <p>Learners will be required to use digital tools to complete their NEA work. They will use a range of programs whilst completing their work. For example, word processing programs may be used to present research and food production plans, spreadsheets may be used to analyse data and produce graphs and charts, and digital photography can be used to record practical skills and outcomes.</p> <p>Nutritional analysis programs can be used to produce a nutritional analysis of a recipe or a dish, which can then be analysed and evaluated to enable learners to make adaptations and changes if required.</p>
Data and Computational Thinking	<p>Specification Reference</p> <p>3.3.3</p>	<p>Amplification</p> <p>Learners will need to be able to produce data and present their findings in a digital format.</p>	<p>Example</p> <p>Learners will be required to calculate the nutritional values of dishes they have made. These calculations will produce data which will need to be analysed, interpreted and presented so that informed decisions can be made based on data.</p>

Integral Skills			
Creativity and Innovation	<p>There are many opportunities to include Creativity and Innovation in GCSE Food and Nutrition. These opportunities are important to Learners because they enable students to think beyond conventional methods, develop unique recipes, solve food-related problems creatively, and respond to evolving dietary and sustainability needs. These skills not only enhance students' learning and enjoyment of the subject but also prepare them with adaptable, solution-oriented approaches that are highly valuable in real-world food and nutrition contexts.</p> <p>Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:</p>		
	Specification Reference	Amplification	Example
	3.2.1 3.3.1 3.3.2	Being creative and innovative is a key skill that is required in food and nutrition to enable learners to adapt and develop recipes, create food production plans, plan meals, cook dishes and explore emerging food trends.	<p>Learners will need to be creative when adapting recipes to meet specific dietary needs, such as gluten-free, vegan, or low-sugar diets. By thinking creatively, learners can substitute ingredients or alter cooking techniques.</p> <p>Learners will also be creative and innovative when completing practical work. Although standard recipes and cooking methods can and will be used, learners should be allowed the flexibility, where practical and suitable to do so, to be able to adapt traditional recipes, and experiment with ingredients, flavours, and textures.</p>

Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE Food and Nutrition. These opportunities are important to Learners because they equip them with the skills to approach tasks systematically, manage time effectively, and complete tasks efficiently. Planning and organisation are essential skills that allow for successful food preparation and cooking, nutritional analysis, and coursework completion.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning:</p> <table border="1"><thead><tr><th><i>Specification Reference</i></th><th><i>Amplification</i></th><th><i>Example</i></th></tr></thead><tbody><tr><td data-bbox="489 482 803 1094">3.2.1 3.3.1 3.3.2</td><td data-bbox="803 482 1207 1094"><p>It is important that learners are able to plan and organise their practical work in lessons, but they will also be required to plan cooking sessions for a single food outcome or a number of food outcomes as part of their NEA.</p></td><td data-bbox="1207 482 1939 1094"><p>Once learners have decided what dish/dishes they are making for their NEA, they will be required to produce a food production plan. The plan will enable learners to manage their practical time effectively to enable them to complete their practical work in an effective and organised manner.</p><p>Learners will also cook frequently throughout the duration of the course which will enable them to develop their planning and organisational skills. Practical lessons have a set amount of time given to complete the dish/activity and so learners will need to plan the session and be organised to ensure they complete the sessions within the specified time.</p></td></tr></tbody></table>	<i>Specification Reference</i>	<i>Amplification</i>	<i>Example</i>	3.2.1 3.3.1 3.3.2	<p>It is important that learners are able to plan and organise their practical work in lessons, but they will also be required to plan cooking sessions for a single food outcome or a number of food outcomes as part of their NEA.</p>	<p>Once learners have decided what dish/dishes they are making for their NEA, they will be required to produce a food production plan. The plan will enable learners to manage their practical time effectively to enable them to complete their practical work in an effective and organised manner.</p> <p>Learners will also cook frequently throughout the duration of the course which will enable them to develop their planning and organisational skills. Practical lessons have a set amount of time given to complete the dish/activity and so learners will need to plan the session and be organised to ensure they complete the sessions within the specified time.</p>
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Personal Effectiveness	<p>There are many opportunities to include Personal Effectiveness in GCSE Food and Nutrition. These opportunities are important to Learners because personal effectiveness plays a crucial role in helping students manage coursework, practical assessments, and exams efficiently and confidently. By developing skills in organisation, time management, self-discipline, and reflection, learners can perform better in both theoretical and practical components of the subject.</p> <p>Below are some examples of how Personal Effectiveness can be embedded into teaching and learning:</p>		
	<i>Specification Reference</i>	<i>Amplification</i>	<i>Example</i>
	3.3.4	It is important that learners can evaluate their own performance to enable them to reflect on what went well but be able to suggest areas of development to improve future performance.	When completing practical work, learners should be able to evaluate the success of their food outcomes against the criteria set out in the specification. Learners should be given the opportunities to do this throughout the duration of the course to enable them to be able to do this as part of the NEA.

Glossary for Unit 3

Term	Definition
Adolescence	Transitional stage of physical and psychological development that occurs between childhood and adulthood, typically spanning the ages of 13 to 19.
Adulthood	The stage of life that follows adolescence and is typically marked by reaching full physical and cognitive maturity. Generally considered to be the ages of 20 to 64.
Air miles	The distance food travels from its place of production to where it is purchased and consumed.
Allergy	An allergy is an immune system reaction that occurs after consuming a particular food that the body mistakenly identifies as harmful. Symptoms range from mild to severe, and in some cases can be life-threatening.
Anaemia	A condition whereby the body lacks enough healthy red blood cells or haemoglobin.
Bacteria	Microscopic single celled organisms that can be present in food that can either benefit or harm human health.
Basic skill	A skill that requires very little expertise to complete.
Best before date	A date found on food and other perishable products that indicates the time frame during which the item is expected to maintain its peak quality, freshness, and flavour.
Cardiovascular disease	Any disease involving the heart and blood vessels.
Childhood	A developmental stage of life that typically encompasses the period from infancy to adolescence, generally defined as ages 3 to 12.
Coeliac disease	A life-long auto-immune disorder that occurs when the body's immune system develops a negative response to gluten, a protein found in wheat, barley and rye.
Complex skill	A skill that requires a sound understanding of advanced cooking techniques and methods and needs to be completed with a higher level of skill and precision.
Convenience foods	Food products that are pre-prepared, packaged, or processed to reduce the time and effort required for meal preparation and cooking.
Dietary needs	The specific nutritional requirements of an individual or group based on various factors. These needs are crucial for maintaining health, preventing illnesses, and ensuring overall well-being.
Emerging trends	New and evolving patterns in the food industry that may reflect customer preferences, dietary habits and cultural influences.
Evaluating	Make a judgement based on weighing up points for and against.

Food availability	People's access to food.
Food styling	The practice of arranging and presenting food in an aesthetically pleasing manner.
Garnish	A decoration used to enhance the presentation of food.
Halal	Halal means 'permissible' or 'lawful'. Halal describes food and drinks that complies with Islamic law. For example, animals must be slaughtered and prepared using specific methods and techniques and be carried out by a Muslim.
Hot-holding	Refers to maintaining food at a safe temperature after cooking. The food should be kept at a temperature of at least 63°C for no longer than 2-4 hours depending on the type of food being kept warm.
Infancy	A developmental stage of life that typically encompasses the period from birth to childhood, generally defined as ages 0 to 2.
Intolerance	An adverse effect resulting from the consumption of foods which cannot be properly processed and absorbed by our digestive system.
Kosher	Refers to food that is prepared in accordance with Jewish dietary laws. Kosher guidelines govern what can and cannot be eaten, how food should be prepared, and how it should be consumed.
Later adulthood	The stage of life that follows adulthood. Considered to be the ages of 65 and above.
Life stages	The varying developmental stages of a person's life.
Meat	The edible flesh of animals, generally considered to be from red meat such as Beef, Pork and Lamb.
Medium skill	A skill that may be performed comfortably by an individual, but they may not have the expertise or high level of proficiency required to demonstrate that they have suitably mastered the technique.
Mise en place	French word which means put in place; 'Setting up'. Meaning to have ingredients and equipment prepared in advance, e.g., ingredients are weighed, peeled, sliced, grated etc. Equipment is collected and ready to use. For example, saucepans, graters, sieve, cutlery etc.
Nutrients	The chemical substances found in food required to sustain basic bodily functions.
Nutritional deficiency	A condition whereby the body does not get enough of a specific nutrient needed for optimal health.
Nutritional value	The nutrients found in food and how they impact on the body.
Physical Activity Level (PAL)	The number of kilojoules the body uses to fuel physical activity.

Poultry	Domesticated birds that are raised for their meat or eggs. Chicken is the most consumed poultry worldwide, but turkey and duck are also popular.
Provenance	The place where food is grown, raised or reared.
Sequencing/dovetailing	The process of efficiently planning and coordinating preparation, cooking and serving tasks to optimise time and productivity.
Shelf-life	The length of time a commodity may be stored before becoming unfit for human consumption.
Socio-economic	Socio-economic is a status that can significantly shape a person's diet, health outcomes, and food security by determining what kinds of foods are available, affordable, and accessible to them.
Type 2 diabetes	A medical condition that affects how the body regulates blood sugar (glucose). The body can either become resistant to insulin or doesn't produce enough insulin.
Use by date	The date by which a food product should be eaten by. By eating food after the use by date, there is no guarantee that the food is safe to eat.
Vegan	A person that does not use or eat any animal products such as leather, dairy foods and meat.
Vegetarian	A person that excludes meat, fish and poultry from their diet, but will eat dairy products and eggs.