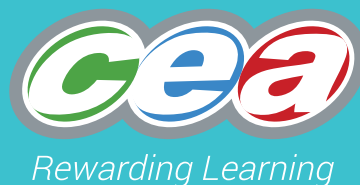


GCSE



CCEA GCSE Specification in Home Economics: Food and Nutrition

Version 2: 7 August 2019

For first teaching from September 2017
For first assessment in Summer 2019
For first award in Summer 2019
Subject Code: 3310



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1 Introduction

This specification sets out the content and assessment details for our GCSE course in Home Economics: Food and Nutrition. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a linear course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- follow a broad, coherent and worthwhile course of study;
- develop the knowledge, understanding and skills (including practical skills) required for Home Economics: Food and Nutrition;
- develop their knowledge and understanding of human needs in a multicultural society;
- increase their knowledge and understanding of relevant technological and scientific developments;
- develop a critical and analytical approach to decision making and problem solving;
- examine issues that affect the quality of human life, including an appreciation of diversity;
- evaluate decisions so that they develop as informed and discerning consumers;
- develop an interest in and appreciation of the diverse range of food now available; and
- actively engage in studying food and nutrition to develop as effective and independent students.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It allows students to develop their knowledge and understanding of food and nutrition and apply skills to real-life contexts.
- This is a linear qualification, which means that students take all assessments at the end of the course.
- It is assessed through one written examination paper and one controlled assessment task.
- It provides opportunities for students to develop confidence in demonstrating high level practical food skills.
- This new specification allows students to progress to GCE Nutrition and Food Science and other related courses.
- A range of support is available, including specimen assessment materials, exemplar planning frameworks and teacher guidance.

1.3 Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

1.4 Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 3310.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Component 1: Food and Nutrition	<p>External written examination</p> <p>2 hours</p> <p>120 marks</p> <p>The written paper includes multiple-choice, short and structured questions, and questions requiring extended writing.</p>	50%	<p>This is a linear qualification.</p> <p>Assessment is available each Summer from 2019.</p>
Component 2: Practical Food and Nutrition	<p>Controlled assessment</p> <p>120 marks</p> <p>Students complete one task that involves the following:</p> <ul style="list-style-type: none"> • Part A: Research and Viewpoints; • Part B: Justification of Choice; • Part C: Planning; • Part D: Practical Activity; and • Part E: Evaluation. <p>Students present the written report on the task in the required format.</p> <p>Teachers mark the task, and we moderate the results.</p>	50%	<p>We will issue the title of the task on 1 September of the academic year in which the award is to be made.</p> <p>Assessment is available each Summer from 2019.</p>

3 Subject Content

We have divided this course into two components; the subject content must be interrelated where possible. The content of each component and the respective learning outcomes appear below. The order in which the content is presented does not suggest a teaching order.

3.1 Component 1: Food and Nutrition

In this unit, students learn about the nutritional content of foods and how to meet the specific nutritional and dietary needs of different groups of people. To do this, they modify recipes and plan, prepare and cook meals and dishes that reflect current government nutritional guidelines. They also study how to be an effective consumer in relation to food choice, food safety and managing resources.

Content	Learning Outcomes
<p>Food provenance</p> <p>Food processing and production</p> <p>Food and nutrition for good health</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of where food comes from: <ul style="list-style-type: none"> – grown; – reared; or – caught; • explore primary and secondary stages of food processing and production in the following contexts: <ul style="list-style-type: none"> – growing and harvesting wheat; – producing milk; and – processing wheat into bread and milk into cheese; • explain the role of the following in food processing and production: <ul style="list-style-type: none"> – fortification of food; and – food additives; • describe the food supply chain; and • discuss the current government dietary guidelines, for example the Eatwell Guide and 8 tips for eating well, as a tool to achieving a balanced diet.

Content	Learning Outcomes
Energy and nutrients	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the factors that influence individual energy requirements; • analyse the relationship between food intake, portion size, basal metabolic rate (BMR) and physical activity level (PAL), in achieving energy balance and maintaining a healthy weight; • identify the percentage of recommended energy values provided by protein, fat and carbohydrates;
Macronutrients	<ul style="list-style-type: none"> • explain the functions and identify the main sources of the following macronutrients: <ul style="list-style-type: none"> – protein (including biological value and complementation); – fat: saturated and unsaturated (including monounsaturated and polyunsaturated); and – carbohydrates: sugars (simple) and starches (complex);
Micronutrients	<ul style="list-style-type: none"> • explain the functions and identify the main sources of the following micronutrients: <ul style="list-style-type: none"> – vitamins A, B₁, B₁₂, C and D, and folate; and – the minerals sodium, iron and calcium; • explain the interactions between iron and vitamin C, and between calcium and vitamin D; • discuss the possible consequences of deficiencies in these micronutrients: <ul style="list-style-type: none"> – folate; – vitamin C; – vitamin D; – calcium; and – iron; and
Fibre	<ul style="list-style-type: none"> • explain the functions and identify the main sources of fibre.

Content	Learning Outcomes
<p>Water</p> <p>Nutritional and dietary needs</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the functions and identify the main sources of and recommendations for water intake; • examine the importance of hydration in the body; • discuss the nutritional and dietary needs of the following groups of people: <ul style="list-style-type: none"> – school-aged children (4–11 years); – adolescents (12–18 years); – adults, including pregnant women (19–64 years); and – older adults (65 years and over); • discuss the nutritional and dietary needs of the following groups of people with specific lifestyle needs: <ul style="list-style-type: none"> – vegetarians; and – vegans; • discuss the nutritional and dietary needs of the following groups with differing energy requirements: <ul style="list-style-type: none"> – people with an active lifestyle that includes sport; and – people with a sedentary lifestyle; • differentiate between the terms food allergy and food intolerance; • identify the symptoms of a food allergy and a food intolerance; • discuss the dietary and lifestyle advice for the following: <ul style="list-style-type: none"> – people with a food allergy (nut, egg or fish); and – people with a food intolerance (lactose); and • plan, prepare and evaluate meals and diets and modify recipes for different groups of people with specific nutritional and dietary needs, ensuring that the meals, diets and recipes reflect current government nutritional guidelines.

Content	Learning Outcomes
<p>Nutritional and dietary needs (cont.)</p> <p>Priority health issues</p> <p>Being an effective consumer when shopping for food</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • apply and demonstrate knowledge and understanding of ingredients in planning and developing menus; • calculate energy and nutritional values of recipes, meals and diets; • discuss the dietary and lifestyle factors that may contribute to the development of the following health issues: <ul style="list-style-type: none"> – obesity; – cardiovascular disease (CVD); – type 2 diabetes; – osteoporosis; – dental caries; and – iron deficiency anaemia; • identify the groups of people most at risk of these health issues; • suggest and justify dietary and lifestyle advice to manage these health issues; • define the term effective consumer; • explore the barriers to being an effective consumer, including: <ul style="list-style-type: none"> – access; – age; – ethnicity; – knowledge; and – resources; and • evaluate the following food shopping options for a range of consumers: <ul style="list-style-type: none"> – independent grocery shops; – supermarkets; – markets; – farm shops; – online shopping; and – shopping apps.

Content	Learning Outcomes
<p>Being an effective consumer when shopping for food (cont.)</p> <p>Factors affecting food choice</p> <p>Food safety</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain how the Northern Ireland Trading Standards Service offers protection for consumers when buying food; • discuss the following factors affecting individual food choice: <ul style="list-style-type: none"> – personal, social and economic; – religious and cultural; – ethical and environmental; and – health; • assess the following marketing strategies that food retailers use to influence consumer food choice: <ul style="list-style-type: none"> – financial incentives; – store layout; and – advertising; • analyse the mandatory and voluntary information on food labels and packaging; • identify and explain the purpose of the ethical and environmental food labelling schemes of the following: <ul style="list-style-type: none"> – the Fairtrade Foundation; and – the Soil Association; • identify and explain the following food quality assurance schemes: <ul style="list-style-type: none"> – the Northern Ireland Beef and Lamb Farm Quality Assurance Scheme (NIBL FQAS); and – the Bord Bia Quality Mark; and • describe the following conditions needed for bacterial growth: <ul style="list-style-type: none"> – warmth; – moisture; – food; – time; and – suitable pH range.

Content	Learning Outcomes
Food safety (cont.)	Students should be able to: <ul style="list-style-type: none">● discuss the symptoms, sources and methods of control of the following food poisoning bacteria:<ul style="list-style-type: none">– campylobacter;– E. coli;– listeria;– salmonella; and– staphylococcus aureus; ● explain food safety in relation to the following:<ul style="list-style-type: none">– food purchase;– food storage;– personal hygiene; and– food preparation and cooking; ● outline the protection that the following offer to the consumer in relation to food safety:<ul style="list-style-type: none">– the environmental health practitioner (EHP);– the Food Standards Agency’s Food Hygiene Rating Scheme;– the Food Safety (Northern Ireland) Order 1991; and– the Food Hygiene Regulations (Northern Ireland) 2006;
Resource management	<ul style="list-style-type: none">● discuss how to manage time, energy and money for food choice, food shopping, food preparation and food storage for the following groups of people:<ul style="list-style-type: none">– people on low incomes;– people living on their own; and– families with children; ● describe a range of strategies to reduce food waste; and ● evaluate the following methods of paying for food:<ul style="list-style-type: none">– cash;– credit card, including contactless; and– debit card, including contactless.

Content	Learning Outcomes
<p>Food preparation, cooking and presentation skills</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate the following planning skills necessary for cooking a range of dishes for a range of contexts in one session: <ul style="list-style-type: none"> – creating ingredient, equipment and shopping lists; – costing a portion, dish and range of dishes; and – devising time plans that demonstrate sequencing and dovetailing; • demonstrate the following technical skills: <ul style="list-style-type: none"> – selecting and using small and large equipment appropriately; – preparing equipment; – cooker management; and – a range of cooking methods; • demonstrate the following food preparation skills: <ul style="list-style-type: none"> – weighing and measuring accurately; – knife skills for meat, fish and alternatives; – techniques for preparing fruit and vegetables; – making soups and sauces; – combining and shaping mixtures; – making and shaping dough; – using raising agents; and – setting a mixture; and • demonstrate the following skills in the creative presentation of food: <ul style="list-style-type: none"> – judging and modifying the sensory properties of dishes; – presenting and styling finished dishes using appropriate garnishes and decoration to improve aesthetics; and – making a suitable choice of cooking and serving dishes.

Content	Learning Outcomes
Food preparation, cooking and presentation skills (cont.)	Students should be able to: <ul style="list-style-type: none">• demonstrate the ability to:<ul style="list-style-type: none">– select and use ingredients appropriately, based on their understanding of food and nutrition;– use appropriate techniques to plan, prepare, cook and serve a range of meals and dishes;– work safely and hygienically; and– work independently and make their own judgements.

3.2 Component 2: Practical Food and Nutrition

In this unit, students carry out a task that develops unique transferable skills. They research the given task title and various viewpoints on it. They choose and justify a practical activity using a range of criteria. They complete the activity in a single session and evaluate all parts of the task.

Content	Learning Outcomes
Practical food and nutrition	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge, understanding and skills by: <ul style="list-style-type: none"> – identifying, gathering and recording information from secondary research using a range of sources; – analysing evidence and information from various viewpoints and justifying their own viewpoint; – making reasoned justifications and presenting conclusions; – planning and carrying out practical activities; and – evaluating their own performance in all aspects of the task.

Students must complete all parts.

Part of Task	Description	Skills and Capabilities
<p>Part A: Research and Viewpoints 800 words</p>	<p>Students must:</p> <ul style="list-style-type: none"> • research the title using at least four different types of secondary source; • select and apply accurately information relevant to the title; • gather and analyse two other viewpoints relevant to the title; and • present their own viewpoint. 	<p>Communication</p> <p>Using ICT</p> <p>Problem Solving</p> <p>Working with Others</p> <p>Managing Information</p>

Part of Task	Description	Skills and Capabilities
Part B: Justification of Choice 1500 words	Students must: <ul style="list-style-type: none"> • justify their choice of dishes, referring to the following criteria: <ul style="list-style-type: none"> – relevance to the title; – nutritional analysis; – technical skills included; – aesthetics; and – time and ingredients available; 	Communication Using ICT Using Mathematics Problem Solving Managing Information
Part C: Planning	<ul style="list-style-type: none"> • provide the following as precise and accurate evidence of planning for the practical activity: <ul style="list-style-type: none"> – ingredients list; – equipment list; – shopping list; – costing; and – detailed time plan; 	Communication Using Mathematics Self-Management Managing Information
Part D: Practical Activity	<ul style="list-style-type: none"> • prepare, cook and present three dishes and accompaniments in a single session of no more than 3 hours; • demonstrate organisation and time management; • demonstrate a wide range of technical skills; and • demonstrate a high standard of finish and presentation of the outcomes, including photographic evidence of the outcomes. 	Using Mathematics Self-Management Managing Information Being Creative

Part of Task	Description	Skills and Capabilities
<p>Part E: Evaluation 1200 words</p> <p>Presentation</p>	<p>Students must:</p> <ul style="list-style-type: none"> • evaluate all parts of the task: <ul style="list-style-type: none"> – secondary research and viewpoints; – choice of dishes and their nutritional content; – planning of practical activity, including costing; – work carried out during the practical activity; – aesthetics; and – presentation of outcomes; • present their task on single-sided A4 sheets; • include a bibliography to reference all the sources that they used in the task, including recipes; • secure their completed task in a flat A4 project file; and • not exceed the word limit. 	<p>Communication</p> <p>Self-Management</p> <p>Problem Solving</p> <p>Managing Information</p> <p>Communication</p> <p>Using ICT</p> <p>Self-Management</p> <p>Managing Information</p>

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and controlled assessment, see Section 2. There will be one examination series each year, in Summer.

This is a linear specification; candidates must take all the assessments at the end of the course. Candidates who wish to improve their overall grade must retake the qualification. They must retake all externally assessed components, and they can either retake the controlled assessment components or reuse (carry forward) the controlled assessment marks they have already been awarded.

If candidates retake a controlled assessment component, they must complete the task(s) set for the series in which they are seeking a new grade. For up-to-date details on tasks, see your subject microsite at www.ccea.org.uk

4.2 Assessment objectives

There are three assessment objectives for this specification. Candidates must:

- AO1** recall, select and communicate their knowledge and understanding of a range of contexts;
- AO2** apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Component Weighting (%)		Overall Weighting (%)
	External Assessment	Controlled Assessment	
	Component 1	Component 2	
AO1	15	10	25
AO2	20	30	50
AO3	15	10	25
Total Weighting	50	50	100

4.4 Quality of written communication

In GCSE Home Economics: Food and Nutrition, candidates must demonstrate their quality of written communication. They need to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing that suit their purpose and complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Quality of written communication is assessed in responses to questions and tasks that require extended writing.

4.5 Reporting and grading

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G
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If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of food and nutrition.</p> <p>They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.</p> <p>They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary.</p> <p>They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of aspects of food and nutrition.</p> <p>They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.</p> <p>They review the evidence available, analysing and evaluating some of the information clearly and with some accuracy.</p> <p>They make judgements and draw appropriate conclusions.</p>
F	<p>Candidates recall, select and communicate knowledge and understanding of basic aspects of food and nutrition.</p> <p>They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision.</p> <p>They review the evidence available and may draw basic conclusions.</p>

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We will issue a new controlled assessment task every year to ensure that it continues to set an appropriate challenge and remain valid, reliable and stimulating. Each task is only available for a single assessment opportunity.

6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- analysing issues and problems;
- identifying, gathering and recording relevant information and evidence;
- analysing and evaluating evidence;
- planning and carrying out practical activities;
- making reasoned justifications and presenting conclusions; and
- evaluating outcomes.

Teachers should include sufficient practical work in the course to ensure that candidates are able to develop and demonstrate a range of practical skills and techniques.

6.3 Level of control

Rules for controlled assessment in GCSE Home Economics: Food and Nutrition are defined for the three stages of the assessment:

- task setting
- task taking; and
- task marking.

6.4 Task setting

The level of control for task setting is high. This means that we set the task. We will issue the title of the task on 1 September of the academic year in which the award is to be made.

We will provide centres with details of the controlled assessment task and guidance on how to complete and submit it.

6.5 Task taking

The level of control for each part of the task is as follows:

- Part A: Research and Viewpoints – medium;
- Part B: Justification of Choice – medium;
- Part C: Planning – medium;
- Part D: Practical Activity – high; and
- Part E: Evaluation – medium.

Areas of Control	Detail of Control
Supervision	<ul style="list-style-type: none"> • Candidates should complete all work under informal supervision, with the exception of the practical activity, which is carried out under formal supervision. • Teachers must ensure that candidates acknowledge and reference any sources that they use in their text and include a bibliography.
Feedback	<ul style="list-style-type: none"> • Teachers must guide and supervise candidates on the following: <ul style="list-style-type: none"> – monitoring progress; – preventing plagiarism; – ensuring compliance with health and safety requirements; and – ensuring that work is completed in accordance with this specification's requirements. • Teachers must assess work in accordance with the procedures and marking criteria. • If candidates require support and guidance, teachers must reflect this in the mark band that they select in the assessment criteria grid and in the marks that they award.
Resources	<ul style="list-style-type: none"> • Candidates' access to resources is determined by those available to the centre. • Centres should limit candidates' access to the resources that they need for the task. • Candidates must reference all online resources.
Word Limit	<ul style="list-style-type: none"> • The word limit for the task is 3500 words, not including the bibliography or referencing of secondary sources. An overall tolerance of +/-10% will be accepted.

Areas of Control	Detail of Control
Word Limit (cont.)	<ul style="list-style-type: none"> • Candidates must state a word count for each section, along with an overall total word count. The following guidance is provided only to help achieve the word limit. • Word limits for the task are: <ul style="list-style-type: none"> – Part A: Research and Viewpoints – 800 words maximum; – Part B: Justification of Choice – 1500 words maximum; and – Part E: Evaluation – 1200 words maximum.
Collaboration	<ul style="list-style-type: none"> • Candidates should work independently throughout the task.
Authenticity	<ul style="list-style-type: none"> • Teachers authenticate the work to confirm that it: <ul style="list-style-type: none"> – is solely that of the candidate concerned; and – was completed under the required conditions.

6.6 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment task using assessment criteria that we provide. (See Appendix 2 for the assessment criteria for Component 2.) They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses in each response.

When making judgements, they should follow the procedure set out below:

- make a broad judgement by identifying the mark band that best describes the candidate's achievement; and
- refine this initial judgement.

For example, if a teacher decides that the work best fits Mark Band 4 (16–20 marks), then to refine this decision, they should consider the following:

- if the candidate has only just fulfilled the criteria, then the work is likely to be worth 16–17 marks, the bottom of the mark band;
- if the candidate fulfils most of the criteria in a reasonably competent manner, then the work is likely to be worth 18 marks, the middle of the mark band; and
- if the candidate fulfils the criteria completely and there is some evidence of achieving the higher mark band, then the work may be worth 19–20 marks, the top of the mark band.

Teachers must annotate the candidate's work in detail to ensure fairness for the candidate and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the Candidate Record Sheet; and
- key pieces of evidence identified throughout the work by annotation either in the margin or in the text.

Teachers must ensure that the work they mark is the candidate's own.

For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with those of other teachers in the centre; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the total/final mark on their Candidate Record Sheet.

6.8 Moderation

Centres must submit their marks and samples to us by May in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions each year on:

- our moderation procedures;
- which samples we require; and
- the deadlines for submitting marks and samples to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

6.9 Drafting/Redrafting

Teachers must not correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the controlled assessment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

See Appendix 1 for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessments*, available at www.jcq.org.uk

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication

Students should be able to:

- communicate meaning, feelings and viewpoints in a logical and coherent manner, *for example gathering others' viewpoints for analysis in the assessment task;*
- make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example justifying the choice of dishes in the assessment task and writing extended responses to questions;*
- participate in discussions, debates and interviews, *for example discussing a range of strategies to avoid food waste;*
- interpret, analyse and present information in oral, written and ICT formats, *for example planning, modifying and making meals for different groups of people with specific nutritional and dietary needs; and*
- explore and respond, both imaginatively and critically, to a variety of texts, *for example carrying out research using a range of secondary sources when evaluating the shopping options for a range of consumers.*

Using Mathematics

Students should be able to:

- use mathematical language and notation with confidence, *for example accurately weighing and measuring ingredients for dishes;*
- use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, *for example devising time plans, and costing portions and dishes for practical tasks and family meals;*
- select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example analysing the relationship between food intake, basal metabolic rate (BMR) and physical activity level (PAL) to achieve energy balance and a healthy weight;*
- interpret and analyse a wide range of mathematical data, *for example calculating energy and nutritional values of recipes, and planning and modifying meals and diets to meet the specific nutritional and dietary needs of different groups of people;*
- assess probability and risk in a range of simulated and real-life contexts, *for example describing the possible consequences of poor resource management in relation to food;* and
- present mathematical data in a variety of formats which take account of audience and purpose, *for example calculating the energy and nutritional values of recipes.*

Using ICT

Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example researching the assessment title using a range of secondary sources online; analysing the nutrients in dishes and meals.*

7.2 Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management

Students should be able to:

- plan work, *for example producing time plans and carrying out practical food activities;*
- set personal learning goals and targets to meet deadlines, *for example planning the controlled assessment task to ensure a successful outcome;*
- monitor, review and evaluate their progress and improve their learning, *for example evaluating their performance in practical activities to develop technical food preparation skills;* and
- effectively manage their time, *for example organising their work and managing their time for their practical activities.*

Working with Others

Students should be able to:

- learn with and from others through co-operation, *for example engaging in discussion with their peers and teacher to develop understanding of requirements for the controlled assessment task;*
- participate in effective teams and accept responsibility for achieving collective goals, *for example working with a partner to prepare and creatively present finished dishes and meals;* and
- listen actively to others and influence group thinking and decision making, taking account of others' opinions, *for example discussing the factors affecting individual food choice; discussing how to use current government dietary guidelines to achieve a balanced diet.*

Problem Solving

Students should be able to:

- identify and analyse relationships and patterns, *for example discussing how to manage time, energy and money for food choice and shopping for families, and for people with specific nutritional and dietary needs;*
- propose justified explanations, *for example using findings from secondary research to justify choice of dishes, using a range of criteria;*
- reason, form opinions and justify their views, *for example evaluating their own performance in practical activities;*
- analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example considering the marketing strategies that food retailers use to influence consumer food choice;*
- analyse and evaluate multiple perspectives, *for example recognising the importance of food safety legislation available to the consumer;*
- explore unfamiliar views without prejudice, *for example exploring the barriers to being an effective consumer;*
- weigh up options and justify decisions, *for example evaluating the food shopping options for a range of consumers;* and
- apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example evaluating methods of payment; justifying dietary and lifestyle advice on managing a range of health issues.*

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8 Links and Support

8.1 Support

The following resources are available to support this specification:

- our Food and Nutrition microsite at www.ccea.org.uk
- specimen assessment materials; and
- guidance notes for teachers.

We also intend to provide:

- past papers and mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- planning frameworks;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- controlled assessment guidance for teachers;
- a resource list; and
- exemplification of standards.

8.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

Students with physical disabilities may find elements of the assessment that require physical manipulation difficult, but this should not pose a barrier to assessment. Similarly, candidates with a visual impairment may find some elements difficult, but again, this should not be a barrier.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Nola Fitzsimons
(telephone: (028) 9026 1200, extension 2235, email: nfitzsimons@ccea.org.uk)
- Subject Officer: **Dorothee Wagner**
(telephone: (028) 9026 1200, extension 2218, email: dwagner@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	<p>Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Limited level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding organisation</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported</p> <p>May comprise separately assessed components</p>

Appendix 2

Assessment Criteria for Component 2: Practical Food and Nutrition

Part of Task and Assessment Objective(s)	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
	<p>Overall impression: Limited</p> <p>Uses spelling, punctuation and the rules of grammar with some accuracy so that the meaning is reasonably clear</p> <p>Uses a limited range of specialist terms appropriately</p> <p>At this level, candidates may require support and guidance</p>		<p>Overall impression: Adequate</p> <p>Uses spelling, punctuation and the rules of grammar with reasonable accuracy so that the meaning is reasonably clear</p> <p>Uses an adequate range of specialist terms appropriately</p> <p>At this level, candidates may require guidance</p>		<p>Overall impression: Competent</p> <p>Uses spelling, punctuation and the rules of grammar with considerable accuracy so that the meaning is clear</p> <p>Uses a good range of specialist terms appropriately</p> <p>At this level, candidates may require little guidance</p>		<p>Overall impression: Highly Competent</p> <p>Uses spelling, punctuation and the rules of grammar with almost complete accuracy so that the meaning is clear</p> <p>Uses a wide range of specialist terms skilfully and with precision</p> <p>At this level, candidates work independently</p>	

Part of Task and Assessment Objective(s)	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
<p>Part A: Research and Viewpoints</p> <p>AO1, AO2 and AO3</p>	<p>Produces limited research that uses less than four different types of source to explore the task title</p> <p>Presents limited information relevant to the title</p> <p>May use their own and others' viewpoints with limited success</p>	1–4	<p>Produces adequate research that uses a minimum of four different types of source to explore the task title</p> <p>Presents information relevant to the title</p> <p>Produces an adequate analysis of own and others' viewpoints</p>	5–8	<p>Produces competent research using more than four different types of source to explore the task title</p> <p>Selects and applies information relevant to the title</p> <p>Produces a competent analysis of own and others' viewpoints</p>	9–12	<p>Produces highly competent research using more than four different types of source to explore the task title in depth</p> <p>Selects and accurately applies information relevant to the title</p> <p>Produces a highly competent analysis of own and others' viewpoints</p>	13–16
<p>Part B: Justification of Choice</p> <p>AO1, AO2 and AO3</p>	<p>Presents a basic justification of chosen dishes, with limited reference to the listed criteria</p>	1–5	<p>Presents an adequate justification of chosen dishes, with some reference to the listed criteria</p>	6–10	<p>Presents a competent justification of chosen dishes, with reference to all the listed criteria</p>	11–15	<p>Presents a highly competent and detailed justification of chosen dishes, with reference to all the listed criteria</p>	16–20

Part of Task and Assessment Objective(s)	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Part C: Planning AO1, AO2 and AO3	Demonstrates limited planning that includes: <ul style="list-style-type: none"> ingredient, equipment and shopping lists that include costing, with limited or no detail; and 	1–2	Demonstrates adequate planning that includes: <ul style="list-style-type: none"> ingredient, equipment and shopping lists that include costing and may lack some detail; and 	3–4	Demonstrates competent planning that includes: <ul style="list-style-type: none"> mostly accurate ingredient, equipment and shopping lists that include costing; and 	5–6	Demonstrates highly competent planning that includes: <ul style="list-style-type: none"> detailed and accurate ingredient, equipment and shopping lists that include costing; and 	7–8
	<ul style="list-style-type: none"> a limited time plan that lacks sufficient detail 	1–3	<ul style="list-style-type: none"> an adequate time plan that lacks some detail 	4–6	<ul style="list-style-type: none"> a clear time plan that demonstrates the ability to sequence tasks 	7–9	<ul style="list-style-type: none"> a detailed and logical time plan that demonstrates the ability to sequence and dovetail tasks 	10–12

Part of Task and Assessment Objective(s)	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Part D: Practical Activity AO1 and AO2 – organisation and management – skills – outcomes and aesthetics	Demonstrates limited organisation when selecting materials and equipment; basic time and cooker management	1–2	Demonstrates adequate organisation, including selection of materials and equipment; adequate time and cooker management	3–4	Demonstrates competent organisation, including selection of appropriate materials and equipment; effective time and cooker management	5–6	Demonstrates highly competent organisation, including selection of appropriate materials and equipment; highly effective time and cooker management	7–8
	Demonstrates a limited range of skills across the dishes	1–4	Demonstrates an adequate range of skills across the dishes	5–8	Demonstrates a range of skills across the dishes	9–12	Demonstrates a wide variety of skills in each dish	13–16
	Skills executed with limited success		Skills executed with adequate success		Skills executed with competence		Skills executed with a high level of competence	
	Produces basic outcomes	1–4	Produces reasonable outcomes across the dishes	5–8	Produces competent outcomes across the dishes	9–12	Produces highly competent outcomes in each dish	13–16
	Demonstrates a basic standard of finish and presentation		Demonstrates a reasonable standard of finish and presentation		Demonstrates a competent standard of finish and presentation		Demonstrates a highly competent standard of finish and presentation	

Part of Task and Assessment Objective(s)	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range
Part E: Evaluation AO1, AO2 and AO3	Produces a limited evaluation of some parts of the task, identifying a limited range of strengths and weaknesses, and may suggest improvements	1–5	Produces an adequate evaluation of all parts of the task, identifying an adequate range of strengths and weaknesses, and suggesting improvements	6–10	Produces a competent evaluation of all parts of the task, identifying a good range of strengths and weaknesses, and suggesting improvements	11–15	Produces a highly competent evaluation of all parts of the task, identifying a wide range of strengths and weaknesses, and suggesting perceptive improvements	16–20
Presentation:							Bibliography (2 marks): <ul style="list-style-type: none"> • accurate, including all recipe sources (2 marks) • incomplete bibliography (1 mark) • bibliography omitted (0 marks) Organisation of report (1 mark) Word counts for Parts A, B and E and total word count included (1 mark)	4
Award zero for work not worthy of credit.							Total marks available	120

Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	7 August 2019	22, 31, 34, 35, 38	Insertion, deletion and movement of text

