

FACTFILE: GCE NUTRITION & FOOD SCIENCE



Suggested Teaching and Learning Strategies

During the study of GCE Nutrition and Food Science students are expected to develop a detailed knowledge and understanding of the specified content. Their understanding should be sufficient to allow them to explain what they know clearly and coherently in a range of contexts.

At A Level, they should have an in-depth knowledge and understanding of the issues and concepts presented in the specification. The students also need to understand the requirements of the examination, for example, how to read a question and how to respond to the demands of the command words.

It is a good idea to select teaching and learning strategies which help students engage appropriately with the content and enable them to practise their skills. The key message is to employ a range of teaching and learning strategies to suit a variety of learning styles and ensure the development of all three assessment objectives.

Strategies should be chosen to provide students with opportunities to:

- become familiar with and retain detailed information appropriate for AS or A2 level
- engage with the information to develop their understanding
- become familiar with the demands of the command words used in the question paper
- practise organising their ideas to produce a coherent response to a question
- become familiar with and use the language of the subject including specialist vocabulary
- practise breaking down a question and planning an answer
- practise writing a response under timed conditions
- receive and respond to feedback
- become familiar with the examination marking criteria and advice from the examiners

(See Chief Examiner Reports on CCEA's subject pages)

Teaching and learning strategy	Rationale
Use of different media	Different media stimulate different parts of the brain. The greater the number of areas of the brain that is stimulated the better the understanding of the topic as well as the retention. It is a good idea for students to learn a topic using notes, textbook and online resources rather than reading the same handout all the time.
Written activities	Writing information down uses a different part of the brain to reading. Writing forces the student to process, organise and apply the information in their own way. Reading, highlighting or copying are not effective for engagement and understanding. Instead, students could re-organise the content of their notes handouts and books, turning it into tables, mind maps or pictures.
Peer teaching	Teaching others is an effective way for students to develop their understanding of a topic at this level. Teaching information requires a different way of processing and organising ideas.
Glossary	Effective use of specialist vocabulary will greatly enhance the quality of a written answer. It is a good idea to highlight key words when making notes or to compile a glossary of key words and terms.
Worked examples	Worked examples support skill acquisition. For example, an exemplar response could be used by the teacher to demonstrate the steps required to read and breakdown a question and then plan an answer. Later students can use worked examples independently.
Multiple exposures	Multiple exposures provide students with multiple opportunities to encounter, engage with and elaborate on new knowledge and skills. This may require spacing practice over several days and using different activities to vary the interactions learners have with new knowledge and concepts. This has the added advantage of giving the students sufficient time to practise what they have learned.
Responding to feedback	Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. It provides specific advice a student can use to improve performance. It is a good idea to designate time for students to respond to feedback. For example, allocate one lesson a fortnight to improving essay writing skills. Students can use this time to respond to feedback they have recently received on an essay.
Marking scripts	One powerful way to help students understand the requirements of the examination is to recall scripts and mark them together before telling them the mark awarded.
Further reading/viewing	Moving beyond the handouts is essential especially at A2 level. Further reading or viewing helps the students develop an in-depth knowledge of the topic so that they can meet the higher demands of the command words.

