

# FACTFILE: GCSE FOOD AND NUTRITION



## COMPONENT 1



### Suggested Teaching and Learning Strategies: Component 1

At GCSE level students focus on the specification and the challenge of understanding more complex concepts than at Key Stage 3. They will be expected to:

- become familiar with and retain information in sufficient detail for GCSE level;
- engage with information to develop understanding;
- apply learning to unfamiliar contexts;
- communicate better – structure responses in clearer and better ways; effectively use the language of the subject including specialist vocabulary;
- think more critically – research, question and analyse information; and

- prepare for an external written examination i.e. become familiar with the different styles of questions employed, the examination marking criteria and the advice from the examiners (See Chief Examiner Reports on CCEA's subject pages).

It is a good idea to select teaching and learning strategies which help students make this transition. There are many effective strategies to choose from and the classroom teacher is best placed to know which will work best for their students. However, the key message is to employ a range of strategies to suit a variety of learning styles and ensure the development of all three assessment objectives.

Memory skills	
Much learning depends on active and effective use of memory skills. Students need to develop strategies that work for them.	For example: <ul style="list-style-type: none"> <li>• Make it visual: flashcards, drawings, colour-coding and mind maps help forge connections between words, images and different topics which helps understanding and information retention.</li> <li>• Talk about it: explaining the topic to others can boost memory and recall.</li> <li>• Lots of practice: the more students practise skills the more likely they will become automatic.</li> </ul>
Vocabulary	
Effective use of specialist vocabulary will greatly enhance the quality of a written answer.	For example: <ul style="list-style-type: none"> <li>• Make sure students know why they need a lot of vocabulary and where to find it – the textbook has a comprehensive glossary.</li> <li>• Build time into classes to review topic vocabulary and talk about how to memorise definitions.</li> </ul>

Engaging with information	
<p>When students engage with information they improve their understanding and retention. This can be challenging at GCSE level and it is why so many examples are included here. The teacher can try them out and decide what works best for individual classes. Once again, the key is variety and to provide a change from the predictable.</p>	<ul style="list-style-type: none"> <li>• Connect learning to the real world through the use of anecdotes, case studies and real-life examples. The GCSE Food and Nutrition specification lends itself very well to this approach.</li> <li>• Group work and collaboration can give students a break from working alone and encourages learning from each other.</li> <li>• Presenting and sharing work regularly makes the students accountable and lets them hear from someone other than the teacher. This can be done in groups if students are anxious about speaking in front of the whole class.</li> <li>• Provide a choice of activities in the lesson so students feel ownership over their learning.</li> <li>• Present learning content in a variety of mediums including video, audio and digital resources.</li> <li>• If students struggle to engage for a whole lesson, get them moving for example, rotating through different stations around the room over the course of an activity.</li> <li>• In-class games and quizzes can engage students in friendly competition. Useful when the activities are low stakes so that the emphasis is on learning rather than winning.</li> </ul>
Applying knowledge and understanding in a variety of contexts	
<p>Scenario cards can help pupils with Assessment Objective 2 (AO2) – <i>applying knowledge and understanding in a range of contexts</i>. AO2 has the heaviest weighting of the three objectives in the written examination and it is a skill often missed by students.</p>	<p>For example: Scenario cards can be generated from past paper questions such as:</p> <p><i>Evaluate the use of a debit card when paying for a meal in a restaurant. (2022 Q7).</i></p> <p>A number of scenarios can come from this one past paper question for example:</p> <p>Evaluate the use of a <i>credit card</i> when paying for a meal in a restaurant.</p> <p>Evaluate the use of <i>cash</i> when paying for a meal in a restaurant.</p> <p>Evaluate the use of a <i>debit card</i> when paying for food in a <i>supermarket</i>.</p> <p>And so on.</p>

<b>Reading and understanding an examination question</b>	
Reading and understanding what is being asked for in an examination question is an advanced skill and requires frequent practising if students are to become proficient. Further guidance is provided in the Fact File: <i>Reading and Understanding Examination Questions</i> which should be shared with the students.	For example: <ul style="list-style-type: none"><li>• The teacher can model the process of breaking down the question into content words and command words. In groups students could plan a response. Students may then feel more prepared to answer the question independently.</li></ul>
<b>Examination technique</b>	
One powerful way to help students understand the requirements of the examination is to mark exemplar answers together using the mark scheme before showing them how the mark was awarded by the examiner.	For example: <ul style="list-style-type: none"><li>• Exemplar responses can be found in the GCSE Home Economics: Food and Nutrition Exemplifying Examination performance 2019 PDF on the CCEA website.</li></ul>

