

Food Preparation and Nutrition GCSE

In Year 10, students begin their GCSE Food Preparation and Nutrition course, following the Eduqas specification. The course builds upon the knowledge and practical skills developed at Key Stage 3, with students becoming increasingly confident, independent and skilled in the kitchen.

Throughout the year, students develop their understanding of nutrition and healthy eating, including the Eatwell Guide, nutrients, dietary needs and the relationship between diet and health. They explore the functional and chemical properties of ingredients, learning the food science behind processes such as gluten formation, shortening, aeration and the effects of heat on food.

Practical work is an important part of the course. Students develop a wide range of increasingly complex food preparation and cooking skills, including pastry making, bread making, sauce making, meat preparation, shaping, finishing and presentation. Practical lessons are closely linked to theory so that students understand not only *how* food is prepared, but also *why* ingredients behave as they do.

Students also study food safety, food provenance, food choice, sustainability and food commodities, developing an understanding of where food comes from and the factors that influence the food choices we make.

Throughout Year 10, students complete written assessments and Eduqas-style examination questions, alongside practical assessments and evaluations. They develop their ability to analyse dishes, carry out sensory evaluation, identify faults, modify recipes and justify their choices using appropriate food science and nutritional knowledge.

The Year 10 curriculum provides students with the knowledge, practical competence and independence required to progress successfully into Year 11, where they will complete their Non-Examination Assessments (NEA) and prepare for the final Eduqas GCSE examination.

AQA Three-Dimensional Design

Three-dimensional design

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of three-dimensional design, such as those listed below:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the [Subject content](#) to realise personal intentions relevant to three-dimensional design and their selected area(s) of study.

The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to three-dimensional design.

Knowledge and understanding

The way sources inspire the development of ideas relevant to three-dimensional design including:

- how sources relate to historical, contemporary, cultural, social, environmental and creative contexts
- how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

The ways in which meanings, ideas and intentions relevant to three-dimensional design can be communicated include the use of:

- figurative and non-figurative forms of representation, stylisation, simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations and imaginative interpretation
- visual and tactile elements such as:
 - colour
 - line
 - form
 - tone
 - texture
 - space
 - proportion
 - decoration
 - scale
 - structure

- shape
- pattern.

Skills

Within the context of three-dimensional design, students must demonstrate the ability to:

- use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:
 - model making
 - constructing
 - surface treatment
 - assembling
 - modelling
- use media and materials, as appropriate to students' personal intentions, for example:
 - drawing materials
 - clay
 - wood
 - metal
 - plaster
 - plastic
 - found materials.

Component 1: Portfolio

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit

- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

The OCR Level 1/Level 2 Cambridge National in Engineering Design is aimed at students aged 14-16 and will develop knowledge, understanding and practical skills that would be used in the engineering design and development sector.

You may be interested in this if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as:

- Using both 2D and 3D engineering design techniques
- Designing new products to meet a design brief
- Communicating engineering design ideas.

This will help you to develop independence and confidence in using skills that would be relevant to the engineering design and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work

situations, such as:

- Completing research to inform engineering design ideas
- Solving problems by exploring different engineering design options
- Finding imaginative solutions through creative thinking.

Sector overview

Engineering is a driving force in the UK's economy, accounting for 21.4% (£1.2 trillion) of the UK's £5.7 trillion turnover in 2018¹. However, there is a considerable shortage of appropriately skilled workers in the engineering sector. One of the reasons for this is due to a lack of awareness among young people of the educational routes into engineering occupations, despite the fact that pursuing STEM subjects remains a priority for many young people, and, according to Engineering UK², the proportion of young people aged 11 to 14 who said they would consider a career in engineering was 54.7% in 2019.

Summary of Assessment

R038: Principles of engineering design This is assessed by an exam. In this unit you will learn about the design process, and all of the stages that are involved. Topics include:

- Designing processes
- Designing requirements
- Communicating design outcomes

- Evaluating design ideas

R039: Communicating designs This is assessed by a set assignment. In this unit you will learn how to use sketching and engineering drawings to communicate your ideas.

Topics include:

- Manual production of freehand sketches
- Production of engineering drawings
- Use of computer aided design (CAD)

R040: Design, evaluation and modelling This is assessed by a set assignment. In this unit you will learn virtual and physical modelling skills. Topics include:

- Product evaluation
- Modelling a prototype

Deadlines for Coursework Submission

Unit R040: Design, evaluation and modelling

Date Friday 11th December 2026

Unit R039: Communicating designs

Date Friday 5th March 2027

Intervention

- Thursday 1500- 1630hrs for R039
- Friday 1500- 1630hrs for R040