

Food Preparation and Nutrition GCSE

In Year 11, students continue to follow the **Eduqas GCSE Food Preparation and Nutrition specification**, building upon the knowledge, practical skills and food science developed throughout Year 10.

At the beginning of the year, students focus on refining **high-level practical skills** and revisiting key food science in preparation for their Non-Examination Assessments (NEA). Practical work develops greater independence, accuracy, organisation and presentation, with students applying techniques such as advanced knife skills, pastry, bread and dough making, sauce making, protein preparation, shaping and finishing.

During the autumn term, students complete **NEA1 – the Food Investigation Assessment**. This requires students to investigate the working characteristics, functional and chemical properties of ingredients through practical experimentation. Students develop hypotheses, identify variables, conduct fair and repeatable investigations, collect and present results, analyse patterns and anomalies, and draw conclusions using appropriate scientific terminology.

Students then prepare for and complete **NEA2 – the Food Preparation Assessment**. This allows them to demonstrate their ability to research and plan suitable dishes, apply nutritional knowledge, select and use a wide range of technical skills, work independently and safely, and produce high-quality dishes within a set time. Students also evaluate their outcomes and justify the decisions they have made.

Alongside the NEA, students continue to revise the full Eduqas course content, including **nutrition and health, food commodities, food science, food safety, food provenance, sustainability and factors affecting food choice**. Examination skills are developed through regular retrieval practice, extended written responses and Eduqas-style examination questions.

Students complete **two mock examinations** during Year 11, allowing areas of strength and gaps in knowledge to be identified. Following completion of the NEA, the final part of the course focuses on targeted revision and examination preparation for the summer GCSE examination.

By the end of Year 11, students will have developed a strong combination of **theoretical knowledge, food science understanding and practical competence**, preparing them for success in their Eduqas GCSE Food Preparation and Nutrition qualification and for further study or careers within food, nutrition and hospitality.

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

50% of qualification

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action Non-examination assessment: internally assessed, externally moderated

Assessment 1: 8 hours October-December

Assessment 2: 12 hours December- March

50% of qualification

Assessment 1 (15%): The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2 (35%): The Food Preparation Assessment Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by EDUQAS annually.

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.

OCR Level 1/Level 2 Cambridge National in Engineering Design

Qualification number: J822

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