

# GCSE Food Preparation and Nutrition notes and guidance: NEA 2022

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This is a guide to the Non-exam assessment (NEA) for GCSE Food Preparation and Nutrition.

Use it alongside the [Scheme of assessment](#) and [Non-exam assessment administration](#) sections of the specification.

## Ofqual changes to assessment for 2022 only

NEA1: Food Investigation Task (15%) - to accommodate public health restrictions this task has been **removed**.

NEA2: Food Preparation Task (50%) - will remain as part of the assessment with the following change:

To reduce the requirements for NEA2 to 2 dishes to be completed within 3 hours.

The assessment and marking requirements remain unchanged. To facilitate the delivery of NEA2, and to enable centres to cover the remainder of the specification, further guidance has been provided.

## NEA2 Food preparation task

Archived tasks and tasks for 2021-2022 can be accessed via the secure site at e-AQA. Please note that archived tasks required students to make three dishes, 2021-2022 requires only two dishes to be made. Teachers must obtain login details via the school's examination officer to access e-AQA.

### Breakdown of assessment

Section	Marks available
Section A: Researching the task	6
Section B: Demonstration of technical skills	18
Section C: Planning for the final menu	8
Section D: Making the final dishes	30
Section E: Analyse and evaluate	8

Students plan, prepare and cook **two final** dishes, writing up the outcomes with photographic evidence. Understanding and application of nutritional knowledge will be a requirement of all tasks.

There will be no changes to the marking criteria pages 41-47 of the specification. The NEA2 will continue to be marked out of 70 and will now be worth 50% of the final GCSE grade.

### Section A: Research the task

See the section on 'Research the task' in the [Scheme of assessment](#).

#### Guidance for teachers

- Analysing the task could be through mind-mapping or key words.
- Research should be concise, relevant and focused.
- Don't let students spend a disproportionate amount of time on the research to the detriment of other marking criteria.
- Setting clear aims for each piece of research enables students to focus.
- The use of prior knowledge should be encouraged.
- If a questionnaire is used the focus should be on the analysis of the results. A copy of the questionnaire does not need to be included.

- Students need to consider the dishes they make carefully to enable a good range of technical skills to be demonstrated.
- The choice of dishes should be fully justified related to the research findings and the task.

### Guidance to give your students

- Encourage students to analyse the task and explain what they will need to do to answer the task successfully. Ask them to consider the research they will need to carry out.
- The research will be focused on either:
  - life stage (young children, teenagers, adults, elderly)
  - dietary group (vegetarians, vegans, coeliac, lactose intolerant and high fibre diets etc)
  - culinary tradition (Mediterranean, Middle Eastern, British, Asian etc).
- It may be appropriate to collect the information using primary sources (such as interviewing) as well as secondary sources.
- The research should be concise and purposeful.
- Summarise the research and identify a range of suitable dishes to make, whilst considering the skills required to make the dishes.
- Consider a wide range of ideas that could be made, for example, through mind-mapping or annotated images. List the technical skills used in each dish.
- Recording **four to six ideas** should allow for a good range of skills using different ingredients and processes. When they have recorded their ideas, students will then need to decide which dishes to make for Section B: **Demonstrating technical skills**.
- Select and justify dishes to make that use a variety of technical skills. Students will make up to three of these dishes.
- Dishes should show different, not repetitive, making skills. The dishes selected should reflect the research findings. Students can make both savoury and sweet dishes.
- This is an excellent opportunity to experiment, be creative and showcase food preparation/technical skills.

## Section B: Demonstrating technical skills

See the section on 'Demonstrating technical skills' in the [Scheme of assessment and marking criteria](#)

### Guidance for teachers

- Students should be aware of different technical skills: basic, medium and complex. This could be exemplified throughout the teaching of the specification.
- Students will be rewarded for the use of a range of technical skills at this stage. The quality of the outcomes produced will also be considered.
- Selecting unchallenging skills/dishes will prevent students from accessing the top mark bands.
- Students should have the opportunity to use different equipment, this could be small and/or electrical equipment.
- Students should provide evidence of a review of their technical skills, **through evaluation**, and how these skills will be used in the final **two** dishes.
- When assessing this section consider whether students:
  - make dishes with a variety of technical skills
  - have selected dishes relevant to the task

- work accurately and confidently
- have a very good understanding of the ingredients and processes they are using
- work independently
- use equipment skilfully and accurately
- work safely and hygienically.

### Guidance to give your students

- At this stage of their project, students will have the opportunity to experiment with new practical skills, as well as to develop and refine existing skills.
- Choosing which dishes to make can be a difficult task but it's important students select the right ones. Encourage them to ask relevant questions to check the dishes that they decide to make will be suitable. For example:
  - are the dishes a suitable choice for the task and reflect the findings of the research?
  - is there a wide range of skills, processes, techniques and cooking methods?
  - how will the dishes be presented?
- Make **up to three** of these dishes for Section B: Demonstrating technical skills.
- Get students to record the results of their making including: the skills they have used (this can be shown using annotated/**authenticated** photographs), reasons for choosing the recipes and results of sensory analysis.

## Section C: Planning for the final menu

See the section on 'Planning for the final menu' in the [Scheme of assessment](#)

### Guidance for teachers

- The **two** final dishes **must not** be remakes of the original made in Section B. Students will use their skills to research, modify and create new dishes to answer the task.
- Look for justification of the appropriateness of the final dishes.
- For the top mark band, the time plan will show well thought through dovetailing and accurate timings.
- The time plan will show and explain the food safety principles when preparing, cooking and presenting food and reference to temperatures.
- Students will use the time plan in the three hour assessment and will be monitored by the assessor.

### Guidance to give your students

- After demonstrating a range of technical skills, students will decide on two dishes to make for the final assessment. **The two selected dishes may include side dishes/accompaniments; eg Dish1: Chicken curry and rice with flat bread and saag aloo. Dish 2: Fresh fruit mousse with raspberry coulis and shortbread.** The final dishes can use some of the same technical skills but can't have been made previously.
- When students have selected the final **two** dishes, they will need to give reasons for choosing the dishes. Points that could be considered when giving reasons for choice:
  - suitability for task
  - research findings
  - technical skills and processes

- cooking methods
- sensory properties (appearance, taste, texture, aroma)
- time available (three hours)
- presentation of the final dishes
- nutritional value/healthy eating
- food provenance (eg use of seasonal/local ingredients)
- cost of ingredients/portion size.
- When the final two dishes have been decided, students need to write a time plan to help with their organisation and ensure they complete the work in the three-hour period. A time plan could include:
  - all the stages of making in the correct order **including dovetailing**
  - timings for each stage
  - food safety considerations including appropriate temperature control.
- Students should follow the time plan in the three-hour practical, so advise them to make it accurate and thorough.

## Section D: Making the final dishes

See the section on 'Making the final dishes' in the [Scheme of assessment](#)

### Guidance for teachers

- Schools should organise the practical three hour assessment as they see fit. This **must** be a block of time. Assessors need to be able to accurately assess student performance within this time frame.
- Any number of students can complete the practical assessment at one time. You decide this, taking into consideration individual circumstances.
- The practical assessment does not need to be carried out in the presence of an invigilator or in silence.
- Any special consideration for registered students must be applied for through normal examination access arrangement procedures.
- Students shouldn't be disadvantaged by the cost of ingredients.
- Photographic evidence, to authenticate, the final **two** dishes including candidate name and number must be included.
- There is no expectation that teachers carry out sensory testing.
- Before the practical assessment it will be permissible for students to: wash vegetables, line tins, weigh and measure. Students **must not** be allowed to prepare any ingredients.
- The expectation is that most of the washing up etc will be carried out throughout the practical assessment as recorded on the time plan.
- You will need to assess how closely the time plan has been followed.
- Students can make one portion of each dish or present full dishes.
- Practical work should be assessed holistically.
- The finish of the two final dishes is assessed not the table setting etc.
- During the practical assessment, the teacher will be assessing:
  - use and execution of a range of technical skills, it is acknowledged that the making of only two dishes provides less opportunity for the coverage of food preparation skills
  - accurate and confident working
  - organisation and the use of the time plan
  - independent working
  - use of equipment

- good personal hygiene and food safety
- knowledge of ingredient and processes
- presentation of the final dishes.
- Assessment of practical work can be recorded using school's own assessment sheets and transferred to the *Candidate Record Form*.

### Guidance to give your students

- For the three hour practical, students will need to be organised and fully prepared. Emphasise the need to plan.
- On the day, students will need to:
  - prepare, cook and present the **two** final dishes
  - use a range of skills/equipment and processes
  - execute the technical skills with accuracy
  - have good knowledge and application of food safety principles
  - show good organisation and good planning by using the time plan and dovetailing tasks
  - present the final two dishes
  - ensure the **two** final dishes are photographed **together**.

## Section E: Analyse and evaluate

See the section on 'Analyse and evaluate' in the [Scheme of assessment](#)

### Guidance for teachers

- Sensory analysis should be carried out at home.
- Students can use any sensory testing method they deem appropriate.
- For the higher mark bands students should show excellent knowledge of nutrition, and fully draw and explain conclusions from the nutritional data.
- Detailed, relevant and creative improvements should be suggested for the two final dishes.
- The analysis and explanation of the costing is the assessment requirement – not the process or presentation of the costing data. Students could explain how to reduce the cost of the dishes considering waste.
- A bibliography should be included at the end of the project.

### Guidance to give your students

When they have completed the making of the two final dishes, students should:

- carry out sensory evaluation **in a home setting**. This can be achieved by setting up testing panels and a variety of sensory analysis methods can be used. **It is advised not to carry out testing within a classroom environment to prevent hygiene and safety issues related to Covid-19**
- analyse and explain the cost of the final two dishes
- carry out nutritional analysis of the **two** final dishes (this can be done using a nutritional analysis programme or using food tables)
- identify improvements for the final dishes (this could relate to cost, sensory characteristic, nutrition or food provenance)
- add a bibliography.

### Teacher checklist

- Is the research well explained and related to the task?
- Is the work thoroughly planned with clear aims and conclusions?

- Is there evidence of a range of technical skills when making?
- Is there full justification for the choice of dishes at each stage?
- Has a time plan been produced with appropriate dovetailing?
- Was the practical assessment well planned and the time plan used?
- Was the level of organisation/food safety in practical sessions good?
- Were the dishes finished to a high standard?
- Is there good evidence of analysis and evaluation when carrying out sensory analysis?
- Is there good understanding of nutrition and costing?

## Your role

### How to supervise your students

See [Supervising and authenticating](#) for guidance in supervision of coursework. Other points to note:

- Sources used by students need to be clearly recorded and acknowledged
- Make sure that most of the work is carried out in the classroom. If a student needs to complete some work outside of the classroom environment, for example, as part of a homework task such as sensory testing or primary research, you'll need to be confident that the quality of work subsequently submitted is of an identical standard to that seen in the classroom. Don't forget to consider time allocations for homework and how this affects the overall timing of the students' work.

### How to provide effective feedback

Students are free to revise and redraft a piece of work before submitting the final piece.

At this point, you can review their draft work and provide generic advice to ensure that the work is appropriately focused.

This should be before the students submit their final piece (as students can't revise their work after that time). You can also refer to the JCQ guidance on [conducting NEA](#)

### What you can't do when providing feedback

- Provisionally assess work and then allow the student to revise it.
- Give advice on specific improvements to meet the criteria.
- Give detailed feedback on errors or omissions.
- Indicate how specific improvements to presentation or content can be made.
- Revise work once it's been submitted for final assessment.
- Provide model answers or writing frames specific to the task, such as outlines, paragraph headings or section headings.

## The final step

The marks should be submitted by 7 May 2022.

A sample of work will then be requested for moderation. See our website for information on [how sampling works](#).