



Transition Pack for

Level 3 Alternative Academic

Qualification in

Food Science and Nutrition

Name: _____

Welcome to Level 3 Food Science and Nutrition and well done for choosing Food!

This booklet has been prepared by staff for you to read and the work contained in it will ensure that you get off to the best possible start in this subject area. It is very important that you read this booklet carefully over the summer and have a thorough attempt to complete the work and submit it at the **start of the year to your subject teacher in the week beginning 7th Sept.** When submitted we will share our work with each other through a **group discussion**, where you can **share the food experiences** you have had during the summer. This will be the first impression you create and is a real indicator of how seriously you are prepared to be in your studies.

This pack will provide you with plenty of materials to prepare you for studying **Unit 1 Nutritional needs across the life stages & Unit 2 Developing practical food production skills**, and the tasks will focus on the following learning objectives:

- 1.1 Understand properties of nutrients
- 1.2 understand the relationship between nutrients and the human body
- 1.3 Be able to plan nutritional requirements
- 2.2 Planning, preparation and cooking techniques.

A Levels are the next level in qualifications and to achieve your full potential you need to ensure that you are fully prepared for them. The more work you do now, the easier you will find it when you start your course.

Key things to do before starting the course:

- Ensure that you know what exam board you are studying for- WJEC
- Collect recipes and start to create your own cookbook
- Do background reading into the subject to further your knowledge

Summary of Assessment:

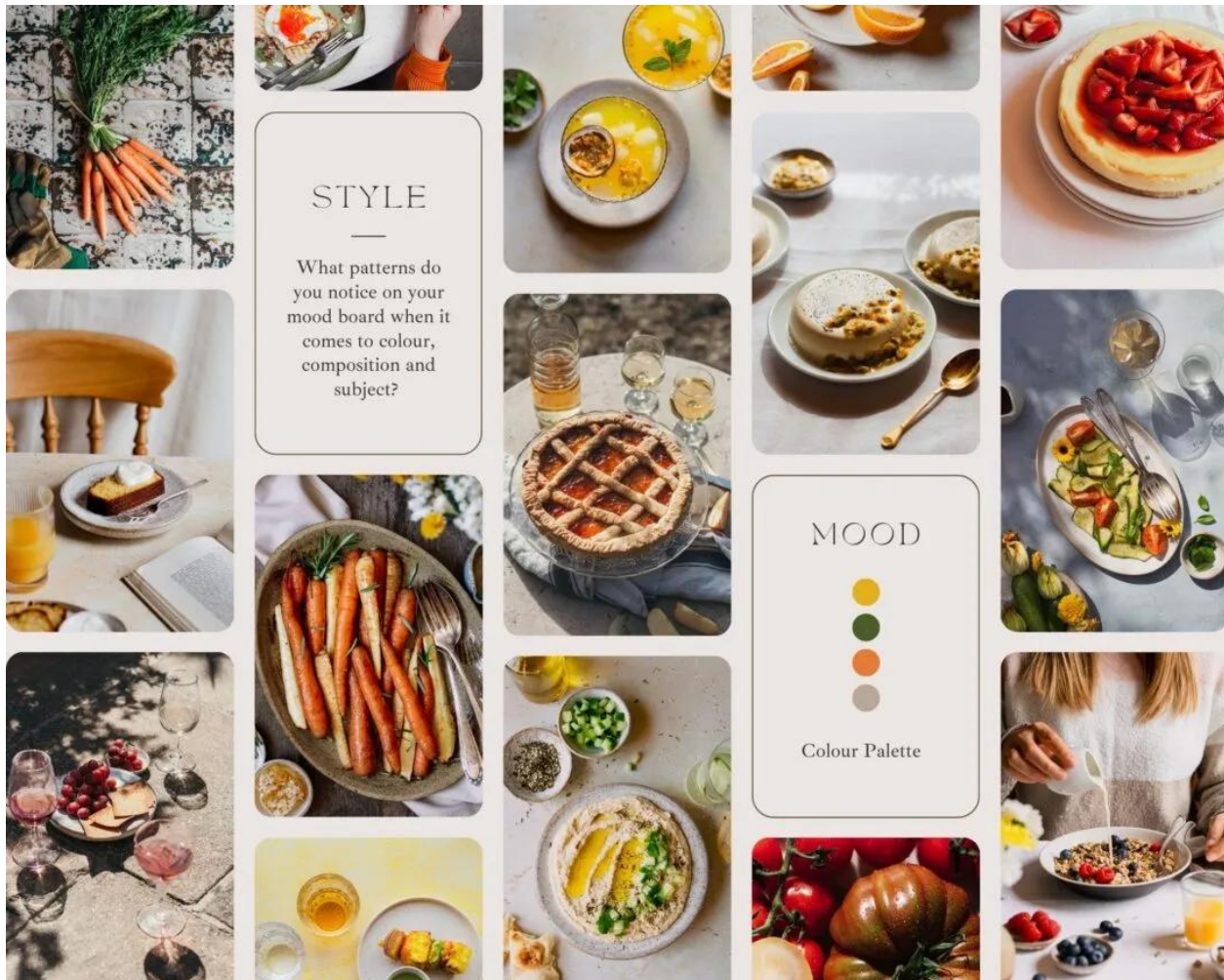
Mandatory Units		Optional Units	
Unit 1: Nutritional needs across the life stages Written examination: Time of exam – 1 hour 30 minutes 25% of qualification		Unit 4: Experimenting to solve food production problems Non-examination assessment: 12 hours 25% of qualification	
80 marks		100 marks	
Questions requiring objective responses, short and extended responses with some based around applied situations.		An annual assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Portal.	
Unit 2: Developing practical food production skills Non-examination assessment: 9 hours 30 minutes 25% of qualification			
100 marks			
An annual assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Portal.			
Unit 3: Principles of food hygiene and food safety in food production Written examination: Time of exam – 1 hour 30 minutes 25% of qualification			
80 marks			
Questions requiring objective responses, short and extended responses, with some based around applied situations.			

Max	A*	A	B	C	D	E
400	360	320	280	240	200	160

Task 1: Presentation Moodboards

Presentation of dishes is the key – use the Internet to produce three mood boards one for starters, main courses and desserts presentation ideas.

Examples:



Task 2:

Over the next few weeks we would like you to research the wide range of food based resources that are available to you through the internet; these will help you understand current trends and issues in food. Please complete a reading/listening task each week and then choose a dish to make based on what you have learnt. You can print this document, handwrite the points and stick-on photos of your food (don't forget to take photographs of the food you make...) or complete this document on your PC/Laptop and send it to your school email address ready to print when we are back at school. Try to really focus on the presentation of the dishes using the internet or cook books to help with ideas.



Read

- [EatingWell](#) is a food and nutrition website that shares healthy recipes, meal ideas, nutrition advice and articles about making balanced food choices.

Read any article that interests you and write down 3 facts:

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•

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Make a dish based on the article you read. Add an image of your dish here:

Websites

[Nutrition.org](https://www.nutrition.org) Its main job is to promote health and wellbeing and help prevent diet-related illness through evidence-based nutrition science.



Read '[Food & your brain](#)' Write down 3 facts:

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-

-

Make a dish that promotes good brain function. Add an image of your dish here:

<u>Listen</u> • The Optimum Nutrition Podcast- • Discussing health issues in relation • to nutrition  <i>Podcast</i> Listen to one podcast and write down 3 facts about it: • • •	Make a dish that promotes good health. Add an image of your dish here:

Course

- [Food Allergy Online Training](#)-
provided free by the Food
Standards Agency



Complete this free course and download the certificate

Make a dish that is suitable for an allergy sufferer, you must state the allergen. Add an image of your dish here:

<u>Apps</u> There are lots of people and pages to follow on Instagram such as: • Food Science Babe • IFST (@institute of food science) • Food stylist- Judy Kim • Pastry chef- Justin Burke Choose one to follow over the summer and list 3 points about their page: • • •	 Make a dish inspired by the page you followed. Add an image of your dish here:
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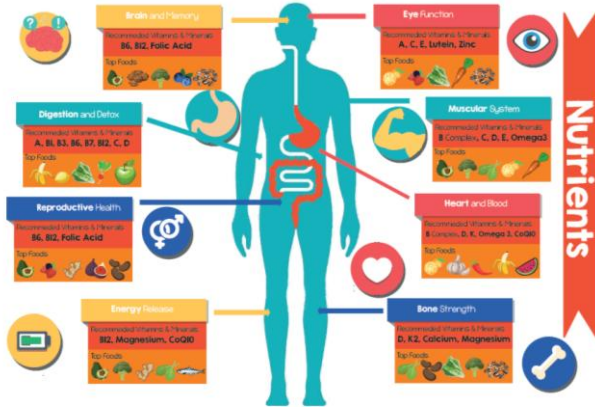
Task 3: Meet Funnybones the skeleton

Use your skeleton to present what nutrients the body needs- how you present this is up to you, be as creative as possible- these will be displayed in the classroom.



Information that needs to be included:

- Macro & Micro Nutrients- what are they, what's the difference between them?
- The 5 main nutrient groups- Proteins, fats, carbohydrates, vitamins & minerals (these can be broken further)
- What do these do for different parts of the body?
- Where do we source them from? e.g. food source
- What happens if we get too much or not enough of them?



difference

down