



## Year 11 Curriculum Content Overview 2018-19

Food Preparation & Nutrition (EDUQAS)				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> <li>● Apply and develop further learned skills (including those from the development stage) to work safely within the food room.</li> <li>● Apply and develop further learned skills (including those from the development stage) to work safely when using equipment in the food room</li> <li>● Select the appropriate equipment that is needed to prepare and cook a dish.</li> <li>● Learn skills to accurately and safely prepare a range of dishes using a variety of food commodities..</li> <li>● Describe/explain decisions they make on selection of ingredients.</li> <li>● Describe/explain how food science relates to the dishes they create and the ingredients they use.</li> <li>● Identify/describe/explain the different nutrients that ingredients possess and how these can be adapted to improve the final outcome of their dish.</li> <li>● To understand why people make the choices they do when selecting food.</li> <li>● To understand and apply sensory analysis of the dishes they make and be able to use this information to amend their dishes to improve them</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>● Reading and understanding recipes to produce a food product.</li> <li>● Scanning articles as research for the NEAs.</li> <li>● Reading and interpreting exam questions</li> </ul>	Questioning in lessons.  Verbal feedback during lessons on practical work.  Low stakes quizzing.	2 assessments throughout the academic year (November PPE and Easter PPE)  NEA will be assessed which makes up 50% of the overall GCSE grade.	Food safety and hygiene  NEA 1  NEA 2  Content that has been taught throughout the course will be used to support both NEA 1 and NEA 2.
	<b>Numeracy</b> <ul style="list-style-type: none"> <li>● Measurements</li> <li>● Weighing ingredients accurately.</li> <li>● Ratios</li> </ul>	Exit strategies.		
	<b>Oracy and Literacy (including keywords for practical subjects)</b> <ul style="list-style-type: none"> <li>● Key words</li> <li>● Student discussion</li> <li>● Student demonstrations</li> </ul>			



## Assessment Skills, Knowledge and Concepts Map

(These need to be mapped backwards from GCSE and ensure that all students can access their target percentage) – what do all students need to achieve in year 7 to be able access their target grade and be on track for their year 11 target grade?

	<b>Food Preparation &amp; Nutrition (EDUQAS) - Year 11</b>	<b>Cross-Curricular Strands</b>
<b>Key Learning Questions</b>	<b>NEA 1 - Food investigation</b>	<b>Reading</b>
<ul style="list-style-type: none"> <li>How will you document your progress through the NEA?</li> <li>What is the investigation asking you to do?</li> <li>What do you need to know/research/investigate to gather relevant information?</li> <li>How will you conduct your experiments?</li> <li>How will you make them fair tests?</li> <li>How will you record your results?</li> <li>How will you communicate your findings?</li> </ul>	<ul style="list-style-type: none"> <li>Assessment 1: Released by exam board on 1st September in final year of qualification</li> <li>The Food Investigation Assessment (1,500 – 2,000 words)               <ul style="list-style-type: none"> <li>A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles of the preparation and cooking of food.</li> </ul> </li> <li>Example: Investigate the working characteristics and the functional and chemical properties where appropriate, of the different methods used to thicken a sauce.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge organisers</li> <li>Reading articles/webpages as part of research.</li> </ul>
<b>Key Learning Questions</b>	<b>NEA 2 - Food Practical</b>	<b>Oracy and Literacy</b>
<ul style="list-style-type: none"> <li>How will you document your progress through the NEA?</li> <li>What is the brief asking you to do?</li> <li>What do you need to know/research/investigate to gather relevant information about the contextual challenge?</li> <li>How will you communicate your ideas?</li> <li>How can you develop your idea(s) to meet the needs of the client/user?</li> <li>How will you make your trial dishes?</li> <li>How will you present your final dishes?</li> <li>How will you ensure you cover a range of practical skills?</li> </ul>	<ul style="list-style-type: none"> <li>Assessment 2: Released by exam board on 1st November of final year of qualification.</li> <li>The Food Preparation Assessment (maximum of 30 sides of A4)               <ul style="list-style-type: none"> <li>Research, plan, test, trial, prepare, cook, present an evaluate a menu of 3 dishes.</li> </ul> </li> <li>These assessments will be based on a choice of tasks released by WJEC annually.               <ul style="list-style-type: none"> <li>Example: A local restaurant is holding an international week. Research, prepare and cook 3 dishes that could be served on a themed menu to promote the cuisine of a specific country or region.</li> </ul> </li> </ul>	<p><b>Language for Learning</b> State, identify, name, give, calculate, show, draw, sketch, define, outline, describe, justify, explain, analyse, discuss, evaluate, compare, consider.</p> <p><b>Oracy</b> Student discussion and student feedback Student responses to questions Student to student discussion on evaluation of taste testing</p>



<ul style="list-style-type: none"> <li>• How will you ensure the skills you use are complex enough to access the highest grades?</li> <li>• How will you gather feedback and act upon it?</li> <li>• What skills are you going to use from the previous years to complete this?</li> </ul>	
<b>Key Learning Questions</b>	<b>Exam</b>
<ul style="list-style-type: none"> <li>• How is the exam structured?</li> <li>• What will you be expected to do in the exam.</li> <li>• What do the command words used within the exam mean?</li> <li>• What do you need to include within the variety of questions in the exam?</li> </ul>	<p>This component will consist of two sections both containing compulsory questions and will assess the six areas of content.</p> <ul style="list-style-type: none"> <li>• Section A - questions based on stimulus material</li> <li>• Section B - structure, short and extended response questions to assess content related to Food Preparation and Nutrition.</li> <li>• Content covered:             <ul style="list-style-type: none"> <li>○ Unit 1 - Food commodities</li> <li>○ Unit 2 - Principles of nutrition</li> <li>○ Unit 3 - Diet and good Health</li> <li>○ Unit 4 - The science of food</li> <li>○ Unit 5 - Where food comes from</li> <li>○ Unit 6 - Cooking and food preparation</li> </ul> </li> <li>• Written exam - may be completed on a computer.</li> <li>• 1 hour 45 minutes</li> <li>• 50% of GCSE</li> <li>• Recognise and understand the different command words that may be used within the exam: State, identify, name, give, calculate, define, outline, describe, justify, interpret, explain, analyse, discuss, evaluate, compare, consider.</li> <li>• Relating the command word to the amount of marks that are available and what they are being asked to do.</li> </ul>
<b>Key Learning Questions</b>	<b>Revision</b>

<b>Numeracy</b>
<ul style="list-style-type: none"> <li>• Measuring and weighing of ingredients</li> <li>• Conversion of temperatures</li> <li>• Conversion of measurements - weights and volumes</li> <li>• Adaption of recipe to a given ratio</li> </ul>



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| <ul style="list-style-type: none"><li>• Are you prepared for the exam?</li><li>• What do areas do you need to develop?</li><li>• How can you improve your depth of knowledge?</li><li>• What revision techniques works best for me?</li><li>• From PPE 1 to PPE 2 what do I need to cover.</li></ul> | <ul style="list-style-type: none"><li>• Revision timetable - organise a timetable not only for all your GCSEs but what you are going to cover when you revise D&amp;T.</li><li>• Techniques to help with revision at home<ul style="list-style-type: none"><li>○ Knowledge organisers</li><li>○ Mind maps</li><li>○ Flashcards</li><li>○ Exam questions (also in class)</li></ul></li><li>• After each PPE look at the areas in which you need to work on, and put those into your revision timetable.</li></ul> |
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