



### **Intent for the Year 11 Food Preparation and Nutrition Curriculum 2021-2022**

All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.

The Eduqas Food Preparation and Nutrition course equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Students develop knowledge, understanding and recall skills. They are encouraged to analyse and evaluate food commodities and key points in relation to each commodity to compare one with another and to make connections and develop a holistic understanding of food preparation and nutrition. They develop an appreciation of the agriculture, food processing and catering sector as well as the importance of providing healthy balanced diets at home. They investigate the reasons behind and the consequences for positive and negative lifestyle choices and how these continue to shape health. They analyse and evaluate the role that key factors, such as, food hygiene and safety, storage of food and dietary considerations have and the positive and negative impact of these. This course encourages students to cook, demonstrating effective and safe cooking skills by planning and preparing using different cooking techniques and equipment.

The KS4 food curriculum is designed to fulfill the specifications of the Eduqas course which consists of two components; a written examination, the duration of which is 1 hour 45 minutes and which has a total of 100 marks and equates to 50% of the qualification and two non-examination assessments which again have a total of 100 marks and equate to 50% of the qualification. The non-examination assessment is composed of two assessments that are set by WJEC and recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal (recommended) for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions.

Learners are required to complete both examination components in the academic year in which the learner is entered for the qualification i.e. Year 11. The Year 11 curriculum therefore centres initially around the completion of the Non examination assessments and revision in preparation for the written examination.

The first of these is the Food Investigation Assessment, which is 15% of total qualification and which is completed in the first term of Year 11. The Food Investigation requires each learner to: research and plan the task, investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result, analyse and evaluate the task and produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation.



The second component is the Food Preparation Assessment, which forms 35% of total qualification and is usually completed in the second term of Year 11. This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills. This assessment will require learners to: Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. The exam board set tasks for learners which require them to; investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing); prepare, cook and present a menu of three dishes within a single session; evaluate the selection, preparation, cooking and presentation of the three dishes. Learners must also produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes.

**Implementation:**

Students covering the Food Preparation and Nutrition course receive 3 one hour lessons over a week. Time is split between, ICT suite and food classrooms.

**Curriculum adaptations as a result of the pandemic:**

Year 11 will be starting their 2nd year of a 2 year GCSE course with very little practical time which was lost to the COVID pandemic and as a result students skills and understanding of planning, preparation and cooking skills have all been greatly affected. Therefore, it is vital that we spend more time focusing on theory and practical skills associated with NEA 2. Improving students' repertoire of skills and cook techniques will be one of the priorities. NEA1 science based investigation has been removed again from the course due to adaptations therefore time has been allocated to specific practical based skills, based upon time management and preparation. However the knowledge base associated with NEA1 will still be assessed in the written examination paper so this theory work will still be covered within the academic learning.

All work/ topics covered during lock down will be revisited during the time that would have been planned for NEA 1. Other areas will include specific exam techniques associated with NEA 2.

<b>Term</b>	<b>Enquiry/Topic/Unit:</b> What is going to be taught?	<b>Key Outcomes:</b> What will students have achieved by completing this scheme of learning?	<b>Character Education:</b> How does this topic link to a sense of Self, Others and the World, in terms of Character Education?	<b>Assessment:</b> Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?	<b>Vocabulary:</b> What are the key words for this topic/unit that students must know?	<b>Home-Learning:</b> What homework will be set and why (e.g. consolidate/extend)? How will this be marked?
<b>1a</b>	<b>This topic has been removed for this year due to adaptations to the curriculum and</b>	The assessment is worth 15% of the whole GCSE. It will assess the student's knowledge, skills and	Our focus on health and wellbeing underpins the development of moral and spiritual character, building	The assessment is broken down into three: research, the investigation and the analysis.		To consolidate understanding of seasonality, food miles and provenance – task



<p><b>Examination board changes due to the effect that the pandemic has had on teaching and learning or GCSE students last year. The NEA2 will now form 50% of the final grade and the knowledge base required for NEA1 will be examined in the written paper.</b></p> <p>The Food Investigation assessment (NEA1)</p> <p><b>Practical skills and theoretical knowledge for NEA1</b></p> <p>Whilst the NEA1 is not going to take place this year due to COVID students will still be assessed on the knowledge and understanding in the written examination. This time has therefore</p>	<p>understanding in relation to scientific principles underlying the preparation and cooking of food.</p> <p>The assessment is based on a choice of tasks released by WJEC annually.</p> <p>An understanding of how to conduct a <b>scientific investigation.</b> taking into account factors such as;</p> <ul style="list-style-type: none"> <li>● fair tests</li> <li>● variables</li> <li>● recording of data</li> <li>● measuring outcomes; sensory evaluation, colour, texture etc.</li> <li>● analysing and evaluating data and tasks</li> </ul>	<p>upon resilience as students become more independent. While the assessment and feedback policy is designed to develop a sense of self, reflection and curiosity.</p>	<p>Recommended time is 8 hours.</p> <p>Max word count 2,000 words.</p>	<p>Gluten formation, gelatinisation, coagulation, dextrinization, retrogradation, endosperm, germ, whole grain, fortification, primary and secondary process, dietary fibre, leavened, unleavened, laminating, beri beri, Denaturation, coagulation, foaming, aeration, connective</p>	<p>given to explore and research the global food market.</p> <p>through a variety of platforms</p> <p>SMHW</p> <p>Seneca</p> <p>Quizzes</p> <p>Research</p>
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	<p>been allocated to build this knowledge.</p>	<p>Knowledge and understanding of the <b>working characteristics, function and chemical properties</b> of ingredients through practical experimentation and use the findings to achieve a particular result.</p> <p>Select and make 5/6 recipes to fit previous NEA2 tasks which <b>demonstrate different preparation skills and cooking methods</b> and <b>showcase</b> students practical skills.</p>		<p>Skills being assessed; tenderise, marinate, selecting and adjusting the cooking process, knife skills, testing for readiness, judging and manipulating sensory qualities</p>	<p>tissue, maillard reaction, collagen, gelatine, marinading, cross-contamination, emulsifying, lecithin, stabilise, syneresis, ovalbumin</p>	
<p><b>1b</b></p>	<p>The Food Preparation assessment (NEA2)</p>	<p>Introduction of NEA2 to students and completion of the <b>Investigation and planning stage;</b></p> <ul style="list-style-type: none"> <li>● Issue of task</li> <li>● Task analysis</li> <li>● Initial research</li> <li>● Recipe trials</li> </ul> <p>Associated practical work and <b>completion of written work.</b></p>				



<b>2a</b>	The Food Preparation assessment (NEA2)	<p>Completion of the timed practical exam when students <b>prepare, cook and present</b> their work alongside continued <b>completion of written work.</b></p> <p>For 2021/22 this assessment is worth 50% of the whole GCSE.</p> <p>It will assess the ability of the student to prepare, cook and present a menu which assesses the student's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p>				
<b>2b</b>	The Food Preparation assessment (NEA2)	The <b>completion of the NEA2 written work</b> focusing upon the <b>analysis and evaluation of the practical task.</b>				
<b>3a</b>	Preparation and revision of topics from year 10. The written exam (component 1)	The written exam is 1 hour and 45 minutes long and is worth 50% of the whole GCSE. This component consists of two sections both		Interleaving and revision will take place on the following topics;		



		containing compulsory questions and will assess the six areas of content. Section A – questions are based upon stimulus material and in Section B – structured, short and extended response questions to assess content		The principles of nutrition, diet and good health, the science of cooking food, food spoilage, food provenance, food waste, culture, cuisine, technological developments, factors affecting food choice, food investigations and food commodities.		
<b>3b</b>	Preparation and revision of topics from year 10. The written exam (component 1)	The written exam is 1 hour and 45 minutes long and is worth 50% of the whole GCSE. This component consists of two sections both containing compulsory questions and will assess the six areas of content. Section A – questions are based upon stimulus material and in Section B – structured, short and extended response questions to assess content		Interleaving and revision will take place on the following topics;  The principles of nutrition, diet and good health, the science of cooking food, food spoilage, food provenance, food waste, culture, cuisine, technological developments, factors affecting food choice,		



**Impact:**

*The theory for each group of foods reinforces the students' learning normally starting with where the commodity originates from, then the nutrition it provides, how it is processed, how it must be stored, any safety and hygiene points and then, alongside, how to cook it. It is taught in a way such that it inspires and motivates whilst developing independence in the kitchen and a holistic approach to all the food groups.*

*Students are more informed about career choices through the delivery of careers in lessons. Students have acquired first-hand experience from ex Haygrove students to listen and understand their routes into the Food industry and to find out what they are responsible for within their jobs and what they do on a day to day basis giving the students a real insight into the world of work .*