

**TAC – Food**

GCSE Specification Statement	Year 9		Year 10		Year 11	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<p><b>GCSE specifications in food preparation and nutrition must equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. They should encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. In studying food preparation and nutrition, students must:</b></p>						
<p><b>Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment</b></p>	<p>In theory lessons at the start of year 9 students are re taught the main practical skills they covered in year 7/8. Following on from this we focus on building medium level skills.</p>	<p>In practical students make a huge variety of mainly savoury dishes. They practice and re visit the practical skills learned in year 7/8 and then move on to learning and practising medium level skills. The variety of dishes cooked allows them to explore and use a wide variety of different and new ingredients and use many different cooking methods.</p>	<p>Focus is on using revisiting and becoming competent using the medium and higher-level skills. In theory students are taught how to select the correct methods and ingredients to prepare a range of (mainly) savoury dishes. Students explore and use a wide variety of ingredients from the six commodity food groups.</p>	<p>Practical focus is aimed at students using a wide range of cooking methods and preparation skills. They prepare and cook a wide range of foods using all six commodity food groups. Students are encouraged to be independent and skilful whilst using these skills and ingredients.</p>	<p>Students complete two non-exam assessments in year 11. Whilst given guidance students must work independently and draw on the knowledge learned in year 9 and 10.</p>	<p>Students complete an experiment in NEA 1 drawing on the skills learned in year 9 and 10 (practice experiments). In NEA2 students complete a series of trial dishes and then a three-hour practical exam – they aim to make three dishes with accompaniments in three hours. Students are encouraged to use the highest possible level skills, competently and independently.</p>
<p><b>develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks</b></p>	<p>Students learn about the scientific principals behind what happens when they are preparing dishes. Key scientific terms are re visited from year7 /8 and explored further.</p>	<p>Throughout every lesson (and building on year7/8 work) students are encouraged think about what food science concepts are taking place whilst completing their practical.</p>	<p>We build on the knowledge covered in year 9 and continue learn about the functional properties and chemical processes which occur when food is cooked. Great use is made of scientific videos and</p>	<p>Building on year 9 work students begin to try and conduct and devise their own practical experiments – guidance is slowly withdrawn as they become more confident and competent.</p>	<p>Students must apply the knowledge learned in year 9 and 10 to devise their own experiment for NEA1. They will research independently a given scientific food principle and then devise their own experiment,</p>	<p>Students will individually conduct the experiment they have devised in a two hour practical exam.</p>

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		Practice experiments are undertaken, again following on from those done in year7/8.	visual material to help students understand these concepts.		producing a 1,500 to 2,000-word report.	
<b>understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</b>	Students build on the knowledge covered in year 7/8 about nutrition and healthy eating. They explore nutrition in greater detail and learn the principles of healthy eating.	Student cook and range of dishes with a healthy profile. Healthier cooking and preparation methods are covered in depth.	Students learn about food choices and the reasons why people choose the food they do, especially when base on health reasons. Lack of good nutrition is discussed and the consequences of poor eating habits on long term health.	Students continue to prepare a wide range of dishes and discuss how to improve the nutritional profile of these dishes.	Students will be tested on these principles in the written exam, so revision covers these topics. Dependent on the NEA tasks students will use their knowledge when working on NEA2 and possible NEA1	Practical may cover some of these principles, determined by the NEA tasks set. (By exam board).
<b>understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices</b>	Students learn about Fairtrade food and contrast these with local and seasonal foods. Students also cover reasons why people make the food choices they do (follows on from work done in y7/8).	Students are encouraged to use local and seasonal produce in their practical work and look at food labels to see where their food has come from in practical lessons.	Whilst learning about the six food commodity groups students learn where there come for, how they are produced and processed. They learn about the impact of processing on the cost, environment and quality of the food.	Practical is focussed around using food from the six commodity groups to prepare a wide range of dishes.	Students will use the knowledge gained to help them write their written report/project. They will show in depth knowledge of the uses of these foods.	In their practical NEAs students will show high level skill, competence and independence when working with these foods.
<b>demonstrate knowledge and understanding of functional and nutritional</b>	Students revisit the basic food safety principles (Learned in year7/8).	Students are observed before during and after practical lessons following the food	For each commodity food group studied students learn the food safety rules pertaining to this	Before, during and after practical students are observed and reminded about the food safety rules,	In NEA 2 students must produce a time plan which details the steps needed to ensure the dishes	In both NEA practical's students are expected to observe the food

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<b>properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</b>	Discuss focusses around the dangers of microbiological contaminations.	safety rules. Where there are not followed students are reminded of the importance of these.	commodity. Students learn about the different cooking methods and about the effect this method has on the nutritional and sensory appeal of the food.	especially regarding the commodity being used. Discussions at the end of practical lessons always focus on the final dish – the sensory appeal and nutritional aspects. Students are actively encouraged to always evaluate their products full.	produced are safe to eat and aesthetically pleasing.	safety rules rigorously. In NEA 2 the dishes produced must not only look pleasing and be well styled but also have excellent colour, flavour, texture and smell.
<b>understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes</b>	The focus for the first part of year 9 is food from around the world. Students learn about why people eat the foods they do and how they are supplied with the correct nutrition form these foods. British foods – local and seasonal are also discussed in detail.	Students learn and use a wide variety of foods from around the world, using traditional cooking method and equipment. Focus is on using fresh foods rather than using readymade packets etc.	Students look at foods from different countries as they study the food commodities. They compare these to British foods. Discussion and learning focusses on the advantages and disadvantages of using both. Food labels are learned about and used to further knowledge of the origins of foods.	Students use a wide range of products both British and from other countries. The unique qualities of these food are learned about whilst preparing and cooking with them.	In NEA 2 students will use their knowledge to select and research the foods they wish to use in their practical exam. Determined by the exam board set task the focus could be British and or/foreign foods.	In NEA 2 students will skilfully and competently use the ingredients selected to produce threes dishes with accompaniments. The dishes could use local, British or foreign foods (or a combination of these) again based on the exam board set task.
	<b>Assessment:</b> At end of Unit of work on Foreign foods (Nov of Year 9) Year 9 exam - May/June.	<b>Assessment:</b> half termly from Nov Y9 Topic is based on the area we are covering	<b>Assessment:</b> on going exam questions plus Year 10 Exam	<b>Assessment:</b> half termly Topic is based on the area we are covering	<b>Assessment:</b> Ongoing NEA work throughout year 11	<b>Assessment:</b> Ongoing NEA work throughout year 11

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