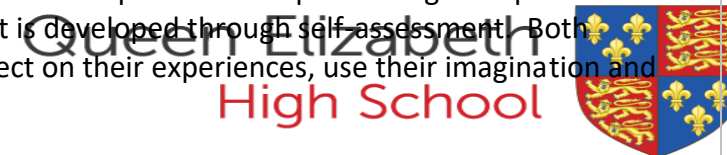




GCSE Food Preparation  
and Nutrition Y11

	<u>Topic</u>	<u>Topic</u>	<u>Topic</u>
<b>Key concepts</b>	NEA 1	NEA 2	Revision
<b><u>Themes</u></b>	Provenance, how a commodity is grown/reared and processed, classification, nutritional value, dietary considerations, food science, food hygiene and safety, storage.		
<b><u>Challenge</u></b>	Deeper questioning (verbal and written), encourage researching through alternative resources, promote independence, create their own finished learning product/project, use a range of technologies, group work, goal setting/self-evaluation.		
<b><u>Support</u></b>	Questioning, breakdown activities into smaller steps, revisit/reuse key words, relate to everyday experiences, present work in a variety of ways, paired work, extra time, recognise/reinforce effort and success.		
<b><u>Literacy focus</u></b>	Reading – taught to understand different texts (new vocabulary, relating it to known vocabulary and understanding it with the help of context). Writing – summarise and organise material by supporting ideas/arguments with factual details, apply their growing knowledge of vocabulary and text type to their writing. To plan, draft and edit writing by considering the audience/purpose and by paying attention to grammar, punctuation and spelling. Grammar and Vocabulary -use standard English in their own writing and speech. Spoken English – use English confidently in a range of settings e.g. classroom discussions, give short speeches/presentations expressing their own ideas, participate in structured discussions.		
<b><u>Numeracy focus</u></b>	Understand and use place value (decimals and measures), use standard units for weight/mass, length, time and money. Construct and interpret tables, charts and diagrams (including freq. tables, bar charts, pie charts and pictograms)		
<b><u>Cross-curricular links</u></b>	<b>English:</b> Non-fiction reading - recipes and reviews; Vocabulary strategy - technical vocabulary is taught explicitly; Purpose and audience writing - recipe and instructional writing; reviews and persuasive writing. <b>Mathematics:</b> Measuring, ratio, nutritional analysis (data program), best buy calculations. <b>Science:</b> Nutrition, Bacteria, hygiene and food safety. <b>Humanities:</b> Social and cultural influences on the food industry. <b>MFL:</b> Cultural diversity and food preferences internationally.		

<b><u>SMSC &amp; MBV</u></b>	<p>Opportunity to participate in making and evaluating food from other countries learning about others from the world around them. Acknowledging and exploring government guidelines for healthy eating and dietary requirements to make healthy life choices. By offering feedback and assessment that values pupils' effort and achievements. Mutual respect is developed through the process of peer evaluation of each other's work and standards. A pupil's ability to self-reflect is developed through self-assessment. Both classroom and practical based lessons in Food offer pupils the opportunity to reflect on their experiences, use their imagination and creativity when cooking.</p>
<b><u>ASSESSMENTS</u></b>	<ul style="list-style-type: none"> <li>• <b>Pre-public exam</b></li> <li>• <b>GCSE written exam</b> Component 1: Principles of Food Preparation and Nutrition (written paper 50% of qualification)</li> <li>• <b>Non-Exam Assessment</b> Component 2: Food Preparation and Nutrition in Action (two non-examination assessment (NEAs) 50% of qualification) <ul style="list-style-type: none"> <li>○ Assessment 1: The Food investigation (15% of the qualification)</li> <li>○ Assessment 2: The Food Preparation assessment (35% of the qualification)</li> </ul> </li> </ul>
<b><u>Out of school learning</u></b>	<p>Revision tasks based on Y10 theory (Seneca learning)</p> <p>Research tasks based on NEA 1 and 2 (teacher directed, pupil driven)</p> <p>Past paper questions.</p>



## Year 11

Key concept	Learning outcome	Differentiation	Resources
<b>Y11 Expectations</b> <b>Hygiene and safety</b>	Introduction to year 11 expectations for the course and students.		Work sheet
	Recognise signs of food spoilage and prevent it. Name pathogenic bacteria and how to prevent food poisoning.		
<b>Practical routines</b>	Revise food safety and hygiene routines Use a knife safely to prepare a range of vegetable cuts.		Carrot/onion

# Queen Elizabeth High School



<b>Food science (prep. For NEA 1)</b>	Explain why foods are cooked. Describe different methods of heat transfer and methods of cooking.		Worksheet
	Ideally practical related to NEA 1 (skills/commodity) at teacher discretion (no information regarding NEA brief)		Recipe sheets.



NEA1 released by the Exam  
Board 1<sup>st</sup> September

Key concept	Learning outcome	Differentiation	Resources
NEA 1 Assessment (Section A)	Introduce task set by exam board.	Template offered to MEG 1-4.	Computer access. Template. Relevant textbooks/resources.
	Produce analysis of design brief and create a hypothesis.		
	Research the task using a range of relevant sources. Produce a step-by step plan for experiment and recording methods.		
NEA 1 Assessment (Section B)	<b>Food Investigation Assessment</b> Conduct recipe trial.		Ingredients for trials (school provides) Time (off timetable to ensure experiments can be completed.) Graphs and tables for analysis. Camera, post its, pens etc.
NEA 1 Assessment (Section C)	Create graphs/charts for results and analyse results. Justify findings in recipe trial.		Computer access
	Evaluate Food investigation.	Template offered to MEG 1-4.	



NEA2 released by the Exam  
board 1<sup>st</sup> November

Key concept	Learning outcome	Differentiation	Resources
<b>Introduce NEA 2 - Section A</b>	Introduce NEA2 task and expectations. To produce an introduction and task analysis for the chosen task.	Template offered to MEG 1-4	Design brief, template, recipe books, computer access.
<b>Research NEA 2</b>	Identify research ideas and draft a plan of action. To conduct (homework task) and write up research. Conduct a skills analysis for chosen dishes. To select and organise ingredients and equipment list for dishes for recipe trials.		
<b>Recipe trials 1 - 4</b>	To practise chosen recipe, explore skills, develop ideas for final dish choice.	Recipe choice.	Note sheet for recipe evaluation.
<b>3 Dishes and reasons for choice</b>	To produce a list of final dishes and reasons for choice. (Bring research to a conclusion)	MEG1-4 offered template	Computers.
<b>Time plan</b>	Explore expectation of grade boundaries for target grade. Identify all ingredients and equipment required for practical exam. Produce a dove-tailed time plan for your Practical exam.	MEG1-4 offered template	Photocopied recipes, colour paper and pens.
<b>NEA 2 Practical Ass. Section B</b>	<b>Food Preparation Assessment</b> Prepare, cook and present a menu of three dishes within 3-hour session. Set up a range of sensory evaluation.	Extra time given to allocated pupils	3 hours needed for exam, all day off timetable. Max of 10 pupils in 1 exam. Camera, sheets to aid sensory evaluation.
<b>NEA 2 Evaluation Section C</b>	Evaluate the selection, preparation, cooking and presentation of the three dishes	MEG1-4 offered template	



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**Summer Term Exam Revision** - focus on areas needed more development from year 10; general revision and exam paper technique.

Key concept	Areas of learning	Differentiation	Resources
Revision	Fruit and. Vegetables	Differentiated questioning Support: 1 to 1 help at intervention for struggling students Challenge: create an exam question on topic, with mark scheme. Create a mini quiz on topic with answers. Create A3 mind maps about each topic.	Exam question papers Recipes for practical support revision
	Milk, Cheese and Yoghurt		
	Cereals		
	Meat, Fish, Poultry and Eggs		
	Fats and Sugars		
	Soya, tofu, beans, nuts and seeds		
	Principles of nutrition		
	Diet and good health		
	Science of cooking food		
	Food spoilage		
	Food provenance and waste		
	Culture and cuisine		
	Technological developments		
	Factors affecting food choice.		