



Food Preparation & Nutrition

Intent

The aim of GCSE Food Preparation is to develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. There is a strong focus on nurturing students' practical cookery skills to give them a strong understanding of meal preparation and producing nutritious meals. Knowledge is categorised into 5 core topics: Food, nutrition and health, Food science, Food safety, Food choice and Food provenance. It encourages students to cook, enables them to make informed decisions about food and allows them to acquire knowledge in order to feed themselves and others affordably and nutritiously, now and later in life. Through two Non-Examination style skills-based projects in year 11, students will get the opportunity to build and apply a repertoire of knowledge, understanding and skills to design and make high-quality products for a wide range of users.

Year 11	Unit 1: Non- Examination Assessment (September to April)	Unit 2: Paper 1 Revision (September- November)	Unit 3 Paper 1 Revision (January - February)	Unit 4: Paper 1 Examination Preparation (April – June)
<p>Knowledge (facts, information, concepts and key terminology)</p>	<ul style="list-style-type: none"> Use primary and secondary research data to plan dishes for an intended user/client, ensuring requirements of the brief are met. Summarise findings to identify a number of suitable dishes which can then be made. Make a range of dishes and evaluate them to use when planning the final dishes that are to be made in the 3-hour practical session. Produce a detailed time plan that can be followed during the final practical session. Must include clear timings and effective dovetailing. Test, communicate, record, and justify the outcome of all practical sessions. Must include photographs of all dishes made. 	<p>Revisit nutrition, food science, food safety, food choice and food provenance.</p> <ul style="list-style-type: none"> Macronutrients and micronutrients – sources Eatwell Guide Lifestages – nutrient requirements Personal & kitchen hygiene Special dietary needs Using given data to answer a question Where food comes from Food production 	<p>Theory content will be revisited with a greater focus on weaker topics areas identified from Mock 1:</p> <ul style="list-style-type: none"> Section A: Multichoice questions – all five key areas Section B: Using data to answer questions. Applying knowledge of the 5 key topics. 	<p>All theory content revisited with a greater focus on weaker topics from Mock 2:</p> <ul style="list-style-type: none"> Section A: Multichoice questions – all five key areas Section B: Using data to answer questions. Applying knowledge of the 5 key topics.
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<ul style="list-style-type: none"> How to respond to a design context through focused analysis. Summarise findings of primary & secondary investigation sources to use when planning suitable practical dish Use specialist techniques and equipment to accurately prepare a range of dishes demonstrating the 12 required practical skill areas. Show good knowledge and understanding of own ability when working in a practical session – use this to develop an effective time plan. Test and evaluate practical work as it develops and review success & areas for improvement for the intended product user to ensure each dish meets the requirements of the context/user. 	<ul style="list-style-type: none"> Know macronutrients and micronutrients - sources, functions, deficiencies and excess. Apply the recommendations of current dietary guidelines to a given group. Applying food safety rules to practical situations. How to analyse data and use the information. Planning longer answers to ensure they are concise and relevant. 	<ul style="list-style-type: none"> Food, nutrition and health Food Science Food Safety Food Choice Food Provenance 	<ul style="list-style-type: none"> Food, nutrition and health Food Science Food Safety Food Choice Food Provenance
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<ul style="list-style-type: none"> Analyse the design context and primary & secondary existing research to identify a need and potential user to identify suitable dishes to be made in practical sessions. Plan, prepare and cook a range of suitable dishes. Use the evaluations from initial dishes to plan the final dishes to be made in the 3-hour practical session. Apply knowledge of high, medium and low-level practical skills to produce challenging dishes which demonstrate the 12 skill areas identified. Identify the correct tool/ machine/ process for producing a variety of dishes. Test, evaluate and refine ideas as it develops and review success & areas for improvement. 	<ul style="list-style-type: none"> Retrieval practice Exam practice and technique using past papers Revision skills 	<ul style="list-style-type: none"> Retrieval practice Exam practice and technique using past papers Revision skills 	<ul style="list-style-type: none"> Retrieval practice Exam practice and technique using past papers Revision skills
<p>Formal Assessments (those done by all/vast majority of the cohort)</p>	<p>Teacher assessment will take place following the completion of each assessment objective and work will be marked and internally moderated prior to AQA submission.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation. AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p>	<p>Mock 1 Examination</p> <p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation. AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p>	<p>Mock 2 Examination</p> <p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation. AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p>	<p>Public examination</p>

By the end of the year students on course for at least a grade 5 in Food Preparation and Nutrition will...

- Demonstrate and apply mostly accurate knowledge and understanding of nutrition, food, cooking and preparation in familiar and unfamiliar situations.
- Demonstrate a good command of all 12 practical skill areas when preparing, cooking and presenting a range of dishes. Working independently, following a time plan.
- Select the correct equipment and use it safely and correctly in the production of a range of dishes.
- Apply appropriate technical language and subject specific terminology when discussing the functions and properties of ingredients.
- Analyse and evaluate information to draw plausible conclusions supported by some evidence.