



Food & Catering

Key Stage 4 Framework for Learning

Year 10 2017-2018: Successful Foundations

Syllabus:

LEVEL 1/2 TECHNICAL AWARD FOOD AND CATERING DRAFT 3725

Unit 1: Skills Demonstration


Unit 2: Extended Making Project

Unit 3: Food and Catering fundamentals


Autumn 1

<p>Knowledge</p>	<p>Learners should understand the appropriate use of the following techniques;</p> <ul style="list-style-type: none"> • Develop a broad knowledge of ingredients, techniques, standard components and equipment • Develop a wide range of practical skills to produce high-quality food products • Develop decision making skills through both independent and collaborative work • Communicate their decisions effectively to a third party • Be able to read, interpret and work from recipes and plans • Be able to develop menus, recipes and plans for making • Develop an understanding of quality and how this can be achieved by rigorous quality-controls • Use materials and equipment efficiently in relation to cost and environmental impact • Demonstrate safe and hygienic working practices in a commercial environment • Use key technical terminology related to ingredients and processes • Develop the knowledge and understanding to evaluate and refine their own skills whilst making • Develop an awareness of commercial practices and employment opportunities.
<p>Skills</p>	<p>Learners undertake a number of mini-projects that will allow them to be assessed against 8 core practical skills and the knowledge associated with these. Learners should produce a portfolio of supporting evidence. In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <p>Skills</p> <ul style="list-style-type: none"> • Using kitchen equipment to prepare food • Quality control and presenting food • Using an oven, hob, grill or an open flame • Making sauces • Making pastry • Making cakes, cheesecakes and/or mousses • Making dough • Teamwork
<p>Assessment</p>	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body). <i>The marking of this work in contribute towards 30% of students final grade (Pass- Distinction*)</i></p> <p>Marking Point 1 Assessment of Skills 1, 3&4 as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p> <p>Marking Point 2 Assessment of Skills 2, 5&6 as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p> <p>Marking Point 3 Assessment of Skills 7 & 8 as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p>





<p>Cultural enrichment</p>	<p>Sensory analysis/taste testing of international dishes that use different types of pastry or breads.</p> <p>Invite a member of the languages department to deliver a guest lesson on French terminology used in cooking, involving correct pronunciation and application- links to talk/oracy initial in school. (3.3.3)</p> <p>Organise to visit a restaurant- This could be to take part in a workshop e.g. Pizza express pizza making.</p> <p>Where relevant during the Autumn terms <u>selected</u> use of media clips e.g. Gordon Ramsey- how to make a Roux Sauce, BBC Good Food, Jamie Oliver Food Tube, Paul Hollywood City Bakes etc</p>
<p>Character</p>	<div style="text-align: center;">  </div> <p>QoS – Optimism</p> <p>Optimism- Students will be encouraged to show optimism when completing tasks by working beyond expectations and pushing themselves by believing they can succeed.</p> <p>Self-Responsibility- Responsibility for own learning and completing homework tasks and in class tasks on time and to the best of their ability ready for marking.</p> <p>Self- Help- Students should show independence and responsibility when completing tasks by using the resources available to them. This will be structured to meet the learner’s needs.</p>
<h2>Autumn 2</h2>	
<p>Knowledge</p>	<p>Learners should understand the appropriate use of the following techniques;</p> <ul style="list-style-type: none"> • Develop a broad knowledge of ingredients, techniques, standard components and equipment • Develop a wide range of practical skills to produce high-quality food products • Develop decision making skills through both independent and collaborative work • Communicate their decisions effectively to a third party • Be able to read, interpret and work from recipes and plans • Be able to develop menus, recipes and plans for making • Develop an understanding of quality and how this can be achieved by rigorous quality-controls • Use materials and equipment efficiently in relation to cost and environmental impact • Demonstrate safe and hygienic working practices in a commercial environment • Use key technical terminology related to ingredients and processes • Develop the knowledge and understanding to evaluate and refine their own skills whilst making • Develop an awareness of commercial practices and employment opportunities.
<p>Skills</p>	<p>Learners undertake a number of mini-projects that will allow them to be assessed against 8 core practical skills and the knowledge associated with these.</p> <p>Learners should produce a portfolio of supporting evidence.</p> <p>In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <p>Skills</p> <ul style="list-style-type: none"> • Using kitchen equipment to prepare food • Quality control and presenting food • Using an oven, hob, grill or an open flame • Making sauces • Making pastry • Making cakes, cheesecakes and/or mousses • Making dough • Teamwork
<p>Assessment</p>	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p><i>The marking of this work in contribute towards 30% of students final grade (Pass- Distinction*)</i></p> <p>Marking Point 1</p>





	<p>Assessment of Skills 1, 3&4 as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p> <p>Marking Point 2 Assessment of Skills 2, 5&6 as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p> <p>Marking Point 3 Assessment of Skills 7 & 8 as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p>
Cultural enrichment	<p>Sensory analysis/taste testing of international dishes that use different types of pastry or breads.</p> <p>Invite a member of the languages department to deliver a guest lesson on French terminology used in cooking, involving correct pronunciation and application- links to talk/oracy initial in school. (3.3.3)</p> <p>Organise to visit a restaurant- This could be to take part in a workshop e.g. Pizza express pizza making.</p> <p>Where relevant during the Autumn terms <u>selected</u> use of media clips e.g. Gordon Ramsey- how to make a Roux Sauce, BBC Good Food, Jamie Oliver Food Tube, Paul Hollywood City Bakes etc</p>
Character	<div style="text-align: center;"></div> <p>QoS – Empathy</p> <p>Empathy- self and peer assessment and group discussions. Students will work in teams and buddies during the practice NEA so this will allow them so support and nurture one another.</p> <p>Caring for others- working with others during the practice NEA. Students will be encouraged to support one another during completion.</p> <p>Equality and Equity- working as a team and all taking on an equal role.</p>
<h2>Spring 1</h2>	
Knowledge	<p>As part of their externally assessed unit students will need to demonstrate information relating to the following areas where learners will be assessed on their knowledge and understanding of</p> <ul style="list-style-type: none"> • Fundamentals of food and catering • Meals and menu planning • Cooking methods and recipes • Commercial practice • Career opportunities • Food hygiene and safety
Skills	<p>Unit 3 assesses learners' knowledge of materials and their properties and of industrial and commercial practices. They will also learn about related career opportunities.</p> <p>The external assessment will be split into two sections; section A will be multiple choice questions and section B will be an opportunity for students to demonstrate subject knowledge and theory as well as design skill.</p> <p>Students will develop their exam techniques/skills this half term to enable them to be successful in the external examination. This will enable students to develop skills in answering exam style questions which are short mark questions such as multiple choice, or extended response questions, so writing to meet exam criteria and demonstrating specific subject knowledge.</p>
Assessment	<p><i>Throughout the course of the term students will complete revision and preparation relating to topics and knowledge listed above. In order to prepare for students for the examination there will be practice exam questions to complete. Some of these will be self-assessed and peer assessed but key assessments will take place to support student's skills in completing exam questions.</i></p> <p>Marking Point 1 Exam style question – theory related. This will be based on extended questions. E.g. Nutrition.</p> <p>Marking Point 2</p>





	<p>Exam style question – theory related. This will be based on extended questions. E.g. Special diets.</p> <p>Marking Point 3 Exam style question – theory related. This will be based on extended questions. E.g. International cuisine.</p> <p><i>More specific guidance on the topics outlined above will be made available to students once draft specifications are confirmed by the exam board with a distinct list of exam theory topics.</i></p>
Cultural enrichment	<p>Organise a visit to a restaurant with a cultural or special diet focus e.g. Spanish food at La Tasca or visit a vegetarian or vegan restaurant.</p> <p>Where relevant during the Autumn terms <u>selected</u> use of media clips e.g. Gordon Ramsey- how to make a Roux Sauce, BBC Good Food, Jamie Oliver Food Tube, Paul Hollywood City Bakes etc</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Creativity & Curiosity</p> <p>Creativity- Students will have the opportunity to show creativity through tasks such as adapting recipes for special dietary needs, creating and adapting dishes and through their cooking skills.</p> <p>Curiosity- Students will be encouraged to show curiosity when exploring different nutrients, their uses and deficiencies. Curiosity will also be shown through analyzing data and labels.</p> <p>Social Responsibility- students will have the opportunity to work with others taking on various roles such as leader.</p>
<h2>Spring 2</h2>	
Knowledge	<p>As part of their externally assessed unit students will need to demonstrate information relating to the following areas where learners will be assessed on their knowledge and understanding of</p> <ul style="list-style-type: none"> • Fundamentals of food and catering • Meals and menu planning • Cooking methods and recipes • Commercial practice • Career opportunities • Food hygiene and safety
Skills	<p>Unit 3 assesses learners' knowledge of materials and their properties and of industrial and commercial practices. They will also learn about related career opportunities.</p> <p>The external assessment will be split into two sections; section A will be multiple choice questions and section B will be an opportunity for students to demonstrate subject knowledge and theory as well as design skill.</p> <p>Students will develop their exam techniques/skills this half term to enable them to be successful in the external examination. This will enable students to develop skills in answering exam style questions which are short mark questions such as multiple choice, or extended response questions, so writing to meet exam criteria and demonstrating specific subject knowledge.</p>
Assessment	<p><i>Throughout the course of the term students will complete revision and preparation relating to topics and knowledge listed above. In order to prepare for students for the examination there will be practice exam questions to complete. Some of these will be self-assessed and peer assessed but key assessments will take place to support student's skills in completing exam questions.</i></p> <p>Marking Point 1 Exam style question – theory related. This will be based on extended questions. E.g. Sources of food.</p> <p>Marking Point 2 Exam style question – theory related. This will be based on extended questions. E.g. Commercial catering roles</p> <p>Marking Point 3 Exam style question – theory related. This will be based on extended questions. E.g. Food safety</p> <p><i>More specific guidance on the topics outlined above will be made available to students once draft specifications are confirmed by the exam board with a distinct list of exam theory topics.</i></p>




Cultural enrichment	<p>Organise a visit to a restaurant with a focus on how good quality customer service is achieved.</p> <p>Organise an educational visit to a commercial food business or farm producer e.g. Red House Farm Altrincham.</p> <p>Where relevant during the Autumn terms <u>selected</u> use of media clips e.g. Gordon Ramsey- how to make a Roux Sauce, BBC Good Food, Jamie Oliver Food Tube, Paul Hollywood City Bakes etc</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Responsibility & Reflection</p> <p>Responsibility- Practical work assessment tasks, Health and safety links. (students will show responsibility through working independently and safely in the kitchen and setting their own personal targets</p> <p>Reflection- evaluation tasks, self and peer assessment opportunities. (Students will reflect on their own learning through MAD time and during evaluation tasks where they will reflect on the practical they have just completed).</p> <p>Social responsibility- discuss and reflect on links to developed and developing world and the impact of farming and food production on society and the environment</p>
<h2>Summer 1</h2>	
Knowledge	<p>Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and the knowledge they have developed through this unit. It will also assess the transferable skill of communication.</p> <p>Learners will produce a menu, production plan and sample dishes in response to the brief in addition to a small portfolio to evidence the planning and development and testing and evaluation stages.</p> <p>This should be no more than 15 pages sides of A4 or A3 equivalent and include photographic evidence of the sample dishes for moderation purposes.</p> <p>Possible tasks include;</p> <ul style="list-style-type: none"> • Example task 1 A street food stall at an outdoor music festival. 50 covers will be served in a single sitting. • Example task 2 A fine dining city center restaurant with an international focus. 50 covers will be served in a single sitting. • Example task 3 A restaurant which has a sustainable focus and uses mostly local produce. 50 covers will be served in a single sitting. • Example task 4 A celebration event at a luxury hotel. 100 covers will be served in a single sitting. • Example task 5 A vegetarian cafe. 50 covers will be served in a single sitting.
Skills	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p>The extended project is split into 4 clear sections with a varying number of marks available to students. The criterion for each mark clearly explains the skills which need to be evidenced as part of an ongoing design process.</p> <p>In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <ul style="list-style-type: none"> • Planning • Making and Quality Control • Testing and evaluating • Communication.
Assessment	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p><i>The marking of this work in contribute towards 30% of students final grade (Pass- Distinction*)</i></p> <p>Marking Point 1 Assessment of research task that contributes to the <u>planning and development</u> phase of the controlled assessment. (Up to 12 marks available).</p>



	<p>Marking Point 2 Assessment of research task that contributes to the <u>planning and development</u> phase of the controlled assessment. (Up to 12 marks available).</p> <p>Marking Point 3 Assessment of research task that contributes to the <u>planning and development</u> phase of the controlled assessment. (Up to 12 marks available).</p>
Cultural enrichment	<p>Invite a chef into school to lead a workshop with students on how menus are chosen for events and what needs to be taken into consideration.</p> <p>Career focus- Investigate links with the local community and invite into school a visitor that has experience in working in food related career.</p> <p>Where relevant during the Autumn terms <u>selected</u> use of media clips e.g. Gordon Ramsey- how to make a Roux Sauce, BBC Good Food, Jamie Oliver Food Tube, Paul Hollywood City Bakes etc</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Practice & Resiliency</p> <p>Practice- high level practical skills will need to be continually practiced and students will need to become faster and more adept. Each student will have a clear idea of what they need to work on in order to reach targets or exceed them.</p> <p>Resiliency- Ongoing practical tasks, and target setting. (Students will continuously reflect on their practical ability setting targets and working on these targets in the coming practical sessions.) Feedback loops.</p> <p>Openness- sharing ideas, thoughts and opinions on factors affecting food choice focusing on cultural influences. (This will be embedded in class discussion around cultural influences and modern and traditional cuisines)</p>
<h2>Summer 2</h2>	
Knowledge	<p>Learners will undertake an extended project that showcases the skills they have developed in Unit 1 and the knowledge they have developed through this unit. It will also assess the transferable skill of communication.</p> <p>Learners will produce a menu, production plan and sample dishes in response to the brief in addition to a small portfolio to evidence the planning and development and testing and evaluation stages.</p> <p>This should be no more than 15 pages sides of A4 or A3 equivalent and include photographic evidence of the sample dishes for moderation purposes.</p> <p>Possible tasks include:</p> <ul style="list-style-type: none"> • Example task 1 A street food stall at an outdoor music festival. 50 covers will be served in a single sitting. • Example task 2 A fine dining city center restaurant with an international focus. 50 covers will be served in a single sitting. • Example task 3 A restaurant which has a sustainable focus and uses mostly local produce. 50 covers will be served in a single sitting. • Example task 4 A celebration event at a luxury hotel. 100 covers will be served in a single sitting. • Example task 5 A vegetarian cafe. 50 covers will be served in a single sitting.
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Cultural enrichment	<p>Encourage students to seek work experience with a food or catering focus.</p> <p>End of year celebration meal to be cooked and shared by the students. Students could be split up into teams to prepare a dish per group e.g. Afternoon tea (sandwiches, scones, fairy cakes, biscuits). This could be done the first week back after work experience.</p> <p>Where relevant during the Autumn terms <u>selected</u> use of media clips e.g. Gordon Ramsey- how to make a Roux Sauce, BBC Good Food, Jamie Oliver Food Tube, Paul Hollywood City Bakes etc</p>
Character	 <p>QofS – Motivation</p> <p>Motivation- self and peer assessments tasks and feedback from teacher assessments. (students will be motivated from feedback and responses to wishes)</p> <p>Self Help- Seek help independently using resources available.</p> <p>Self- Responsibility- Responsibility for own learning and completing homework tasks and in class tasks on time and to the best of their ability ready for marking.</p>