



Food Technology

Key Stage 4 Framework for Learning

Year 11 2016-2017: I am Creative, Successful and Happy

Syllabus:

AQA GCSE Food Technology 4547

Controlled Assessment 45452

Exam 45451

Autumn 1

<p>Knowledge</p>	<p>During this term students will need to ensure that they have completed all remaining tasks for their Controlled Assessment. These tasks are worth 60% of students final GCSE grading and are to be completed under controlled assessment conditions. Students controlled assessment tasks are taken from the AQA examining body and will be based on a given topic/scenario and design task.</p> <p>Candidates should undertake a single design and make activity which is selected from a range of board-set tasks. Candidates should submit a 3-dimensional outcome (Practical) and a concise design folder and/or appropriate ICT evidence. The design folder should consist of <u>approximately</u> 20 pages of A3 paper or equivalent A4 paper or the ICT equivalent. It is expected that candidates should spend <u>approximately 45 hours</u> on this activity.</p>
<p>Skills</p>	<p>Students use an exam board given context and brief to solve a design problem. The CA task will involve students independent and skilfully following the design process to research and investigate, design, develop designs, manufacture and test and evaluate ideas.</p> <p>Design and Technology: Food Technology encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as knowledge of ingredients and food manufacture and production. It prepares students to make informed decisions about further learning opportunities and career choices.</p> <p>GCSE specifications in Food Technology enable students to:</p> <ul style="list-style-type: none"> Actively engage in the processes of design and technology to develop as effective and independent learners. make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality food products. Explore ways in which aesthetic (sensory), technical, economic, environmental, ethical and social dimensions interact to shape designing and making. Analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life. Develop decision-making skills through individual and collaborative working. Understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle <p>Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.</p>
<p>Assessment</p>	<p>As this term will be spent on the completion of their chosen GCSE examination no formal end of term assessment will be undertaken by the students.</p> <p>Students work will be completed under controlled assessment conditions and where feedback can be provided to students this will be to enable them to develop strengths in these key areas.</p> <p>Peer Assessment of selected sections Self- Assessment of sections</p> <p>Formative: Subject teachers to uses AfL to formatively assess students.</p> <p><i>Assessment will also fall in line with the schools marking policy where feedback should be given to help improve students' performance.</i></p> <p>Assessment against AQA criteria and marking grid</p> <p>Section 1: Investigating the design context- 8 marks Section 2: Development of design Proposals – 32 marks Section 3: Making – 32 marks</p>



	<p>Section 4: Testing and Evaluation – 12 marks Section 5: QWC – 5 marks</p>
Reward & enrichment	
Character	<p>As part of the tasks being completed in lessons there are plenty of opportunities for staff to link the learning in lessons to the CHS Qualities of Success.</p> <p>Qualities of Success:</p> <p>Optimism – Working to act on and improve prototype as a result of ongoing evaluation. Improving practical performance each session. Improving CA based on feedback.</p> <p>Responsibility – Being organized and prepared for own practical sessions. Following health and safety rules. Knowing areas that are lacking detail and completing them independently.</p> <p>Resiliency – ongoing practical tasks and evaluation strategy. Marking feedback loops.</p> <p>Practice – Grade A – C skills for practical, investigation and evaluations. Practicing skills needed to achieve higher grades in written work.</p> <p>Reflection – Using investigation results to develop new prototype, peer and self-assessment, evaluation tasks. Reflecting on feedback.</p> <p>Motivation – improving a chosen product and feedback from teacher assessments.</p>
Autumn 2	
Knowledge	<p>During this term students will need to ensure that they have completed all remaining tasks for their Controlled Assessment. These tasks are worth 60% of students final GCSE grading and are to be completed under controlled assessment conditions. Students controlled assessment tasks are taken from the AQA examining body and will be based on a given topic/scenario and design task.</p> <p>Candidates should undertake a single design and make activity which is selected from a range of board-set tasks. Candidates should submit a 3-dimensional outcome (Practical) and a concise design folder and/or appropriate ICT evidence. The design folder should consist of <u>approximately</u> 20 pages of A3 paper or equivalent A4 paper or the ICT equivalent. It is expected that candidates should spend <u>approximately 45 hours</u> on this activity.</p>
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Character	<p>As part of the tasks being completed in lessons there are plenty of opportunities for staff to link the learning in lessons to the CHS Qualities of Success.</p> <p>Qualities of Success:</p> <p>Optimism – Working to act on and improve prototype as a result of ongoing evaluation. Improving practical performance each session. Improving CA based on feedback. Responsibility – Being organized and prepared for own practical sessions. Following health and safety rules. Knowing areas that are lacking detail and completing them independently. Resiliency – ongoing practical tasks and evaluation strategy. Marking feedback loops. Practice – Grade A – C skills for practical, investigation and evaluations. Practicing skills needed to achieve higher grades in written work. Reflection – Using investigation results to develop new prototype, peer and self-assessment, evaluation tasks. Reflecting on feedback. Motivation – improving a chosen product and feedback from teacher assessments.</p>
Spring 1	
Knowledge	<p>COLLEGE ENTRY EXAM AT THE BEGINNING OF SPRING 1</p> <p>Go over college entry exam and exam analysis with students- Plan of revision topics and PLC's distributed to students to examine.</p> <p>Revision topics covered to support section A knowledge</p> <p>Ingredients and their functions</p> <ul style="list-style-type: none"> • Starch- to thicken (gelatinization) • Sugar- caramelisation, flavor, colour, aerate • Protein- Aeration and Coagulation • Fats-shorten and emulsify <p>Nutritional Properties of ingredients:</p> <ul style="list-style-type: none"> • Carbohydrates sources and function • Protein sources and function including HBV and LBV • Vitamin sources and function including fat and water soluble differences • Mineral sources and function including linked vitamins • Fats and their function including types of fat and differences. • Sugar and its function including impact on health <p>Production Methods</p> <ul style="list-style-type: none"> • Students should understand the different production methods and the products they are used for. • Batch, one off and mass production • Show an understanding of how CAD and CAM can be used in food production. <p>Product Development</p> <ul style="list-style-type: none"> • Students should be aware of ways we can adapt and modify given recipes or food products for a variety of reasons. • Identify ways in which a product can be developed. • Identify potential finishing techniques for a number of different dishes explaining their suitability. • Demonstrate how availability of ingredients, equipment and processes alter or determine an end product. • Students should be able to use a range of sensory analysis methods to carry out rigorous sensory analysis at each stage of development.
Skills	<p>Support and information will be provided to help students fully explore Technology examinations in preparation for their summer exam.</p>
Assessment	<p>Examination questions and sample questions will be used to help familiarize students with the examination format and the methods of marking used by examiners.</p> <p>These will be marked by teachers will also mark and assess work in this time in line with CHS marking policies and exam marking criteria.</p> <p>Students will unpick the mark schemes as well as possible responses to questions to structure the answers to the marks available.</p>



	Peer Assessment opportunities and self-assessment tasks will help students with the assessment protocols for examinations.
Reward & enrichment	<p>Rewards</p> <ul style="list-style-type: none"> • Routine Reward points • Star of lesson • Subject Commendation • Technology Points and postcards • Praise phone calls • Display of outstanding work • Sweets and treats <p>Enrichment Enrichment could come in the form of experts from the catering industry to help develop enrichment opportunities for students</p>
Character	<p>As part of the tasks being completed in lessons there are plenty of opportunities for staff to link the learning in lessons to the CHS Qualities of Success.</p> <p>Qualities of Success:</p> <p>Responsibility Individual action plans – focus on improving own areas of weakness Resiliency – revisiting completed work and acting on wishes or feedback loops Practice – Exam questions – short and essay type and design questions. Reflection – Identify areas of weakness and focus. Reflect on completed exam questions Motivation – push for good exam grade having secured target grade PLUS in CA</p>
<h2>Spring 2</h2>	
Knowledge	<p>Pre-release papers arrive in school during February and are issued to students at the beginning of March.</p> <p>As soon as the design context is known lessons will relating to the topic will be devised by the teacher.</p> <p>In addition the teacher will recap knowledge on :</p> <p>Design and market influences</p> <ul style="list-style-type: none"> • Understand the working characteristics of food. • Understand how to analyse products and processes. • Identify physical, nutritional and sensory characteristics in existing products in order to develop design criteria and generate their own ideas. <p>Food Provenance (sustainability)</p> <ul style="list-style-type: none"> • Students should be aware of the sustainability issues surrounding food. • food miles • organic produce • free-range • locally sourced • recyclable materials • GM Foods • Seasonal • Farm assured <p>Special Diets</p> <ul style="list-style-type: none"> • Vegetarians • Age Groups • Allergies and intolerances • Religion • Choice • Calorie controlled • Students should have a sound understanding of the special dietary requirements of specific target groups and how to adapt recipes to accommodate those needs. <p>Stages in Product Development</p> <ul style="list-style-type: none"> • Manufacturing plan. • Quality Control • Hygiene and Safety points • Stages of making.
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<h2>Summer 1</h2>	
Knowledge	<p>GENERAL REVISION</p> <p>TERMINAL EXAM.</p> <p>Topics as highlighted by students covered over course of lessons proceeding examination. The focus will be mainly topics that could appear in section B of the final exam.</p> <p>Section B Revision</p> <p>Hygiene and Safety</p> <ul style="list-style-type: none"> • Students should have an understanding of basic Hygiene and Safety including key temperatures, effects of cross-contamination and food poisoning. <p>Equipment</p> <ul style="list-style-type: none"> • Students should have an understanding of electrical and labour saving equipment and their advantages and disadvantages. <p>Labeling and packaging</p> <ul style="list-style-type: none"> • Students need to be aware of current labeling requirements; why we package products and how to nutritionally analyse products. <p>Additives</p> <ul style="list-style-type: none"> • Student should understand the need and effect of additives in food products. <p>Acids and Alkali</p> <ul style="list-style-type: none"> • Evaluate products and assess how the working characteristics of acids and alkalis have on the final product <p>Standard Components</p> <ul style="list-style-type: none"> • Explore the use of standard components • Advantages • Disadvantages <p>Sensory Testing Methods and Fair Testing</p> <ul style="list-style-type: none"> • Different sensory methods (Ranking, Rating, Profile Tests, Difference Tests) • Fair Testing • Appropriate sensory Descriptors
Skills	<p>Support and information will be provided to help students fully explore Technology examinations in preparation for their summer exam.</p>
Assessment	<p>Examination questions and sample questions will be used to help familiarize students with the examination format and the methods of marking used by examiners.</p> <p>These will be teacher assessed using the mark scheme to assist students with their understanding.</p> <p>These will be marked by teachers will also mark and assess work in this time in line with CHS marking policies and exam marking criteria.</p>



	<p>Students will unpick the mark schemes as well as possible responses to questions to structure the answers to the marks available.</p> <p>Teachers will also mark and assess work in this time in line with CHS marking policies.</p> <p>Peer Assessment opportunities and self-assessment tasks will help students with the assessment protocols for examinations.</p>
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Character	<p>As part of the tasks being completed in lessons there are plenty of opportunities for staff to link the learning in lessons to the CHS Qualities of Success.</p> <p>Qualities of Success:</p> <p>Optimism – Plan for revision topics and schedule in order to cover all required. Responsibility Individual action plans – focus on improving own areas of weakness Curiosity – exploring different revision methods Resiliency – revisiting completed work and acting on wishes or feedback loops Practice – Exam questions – short and essay type Reflection –. Identify areas of weakness and focus Empathy – understanding of different consumer needs – how to meet them Creativity –. Producing personalized revision materials Motivation – push for good exam grade having secured target grade PLUS in CA</p>