



Food and Cookery

Key Stage 4 Framework for Learning

Year 11 2017-2018: I am Creative, Successful and Happy


Syllabus:

NCFE Level 2 Certificate in Food and Cookery (601/4533/X)

Autumn 1

<p>Knowledge</p>	<p><u>Unit 3- Externally assessed examination</u> Unit 3 Aut 1 week 1 to Aut 2 week 1</p> <p>A mock examination will be held on the last Wednesday before half term (week 7 lesson time) as well as a revision session be offered during Oct half term/sat session.</p> <p>Account for no lesson first week back for Monday single lesson. Plan from Wednesday week 1.</p> <p>Unit 3 aims to help learners to understand the individual requirements of a balanced diet. They will learn about reference index (RI)/guideline daily amounts (GDAs) and how food labels can inform healthy eating. Learners will understand how to change recipes to make them healthier.</p> <p>This is broken down into two main topics</p> <ol style="list-style-type: none"> 1. Understand the importance of a balanced diet 2. Be able to change recipes to make them healthier <p><u>Range</u></p> <p>1.1 Balanced diet: to include portion control, water intake and dietary fibre, RI/GDAs etc.</p> <p>1.2 Nutrients: macro (carbohydrates, fats, proteins), micro (vitamins A, B group, C and D), minerals (iron and calcium), source, function, deficiency</p> <p>1.3 Groups of people: age (babies and toddlers, pre-schoolers, children, teenagers, adults, older) gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease, vegans)</p> <p>1.4 Healthy eating advice: current UK government guidelines on e.g. fat, sugar, salt, fibre, and fruit and vegetables.</p> <p>1.5 Nutritional information: e.g. fat content, calories content, serving size</p> <p>1.6 Recommendations: including current healthy eating advice, individual requirements for a balanced diet, RI/GDAs</p> <p>2.1 Recipe: e.g., cooking method, ingredients, portion size, serving suggestion, cost</p> <p>2.3 Other factors: e.g. taste, texture, moisture, appeal, appearance</p>
<p>Skills</p>	<p>The following skills are expected to be displayed by all students whilst working towards achieving Unit 3.</p> <ol style="list-style-type: none"> 1.1 Explain what is meant by a balanced diet 1.2 Describe the nutrients that make up a balanced diet 1.3 Explain nutrient requirements for different groups of people 1.4 Explain healthy eating advice 1.5 Explain how nutritional information on food labels can inform healthy eating 1.6 Assess a food diary and make recommendations 2.1 Assess a recipe in terms of its contribution to healthy eating 2.2 Explain how the recipe could be changed to make the finished dish healthier 2.3 Describe other factors that could affect the finished dish
<p>Assessment</p>	<p>Work produced by students will be marked on a regular basis in accordance with the school policy.</p>




	<p>Work will be graded using a performance descriptor;</p> <ul style="list-style-type: none"> • distinction • merit • pass • NYA <p>Specific assessment criteria for pass, merit and distinction can be found in the V Cert Food and Cookery Specification and will be awarded to students as appropriate.</p> <p>Three pieces of work will be assessed during the Autumn 1 term. These will be on:</p> <p>Marking Point 1 Classwork-Exam Questions consolidating AC 1.1, AC 1.2 & AC 1.4</p> <p>Marking Point 2 Classwork- Exam Questions consolidating AC 1.3</p> <p>Marking Point 3 Home Learning- AC 1.6 Keeping a Food Diary</p>
Cultural enrichment	<p>During this topic, specific cultural enrichment activities may include the following:</p> <p>Nutritionist/Dietician school visit (potential visit in school from a registered nutritionist to speak to students about healthy eating guidelines and their role in the community.</p> <p>Food Tasting/Compare healthy food swaps for a packed lunch or a given recipe.</p>
Character	 <p>QofS - Empathy, Curiosity, Practice, Optimism, Creativity</p> <p>CV - Openness, Self-Help</p> <p>Qualities of Success:</p> <p>Curiosity – Research and investigation, modeling healthy diets and sampling healthy food swaps.</p> <p>Practice– examination question’s and revision topics.</p> <p>Empathy – self and peer assessment tasks and group discussion regarding specialist diets e.g. Vegan.</p> <p>Optimism- Being optimistic with regard to trying their best in examination questions, having the self-belief they will pass the examination!</p> <p>Creativity – adapting and modifying recipe’s (students will have the opportunity to adapt or modify recipes to suit various needs for the examination).</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>Co-operative Values:</p> <p>Openness- sharing ideas, thoughts and opinions on factors affecting food choice/why some people choose to follow specialist diets by choice/ethical reasons/being open about own diet choices when keeping a food diary.</p> <p>Self-Help- Seek help independently using resources available. Keep on track with revision at home.</p>
Autumn 2	
Knowledge	<p><u>Unit 3- Externally assessed examination</u> Unit 3 Aut 1 week 1 to Aut 2 week 1</p> <p>Externally assessed 2 hour examination is on Wednesday 1st November 2017 PM- Wednesday of week 1 of Aut 2. (If Monday lesson on week of exam use that for revision too). Offer night before exam too Tuesday PM.</p> <p>Request a 4B lunch revision session before the exam.</p> <p><u>Unit 2 Understanding food</u></p> <p>This unit was started in Year 10 it needs completing.</p>




	<p>AC's 1.1 to 2.3 have been taught in Yr 10. AC's 2.4 and all task 3 to be taught in Yr 11.</p> <p>Week 2 AC 2.3 Cost Factors affecting food choice Week 3 AC 2.4 Sensory Factors affecting food choice Week 4 & 5 AC 3.1 Planning dishes (portfolio evidence needed for 3/6 dishes to be cooked) Weeks 5-8 Practical cooking 4* out of the 6 dishes required for Unit NB * Depends how Yr11 CE Exams affect lesson time.</p> <p>This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.</p> <p>2. Understand factors affecting food choices 3. Be able to make informed choices when using food for cooking</p> <p>Range</p> <p>1.1 Main food groups:</p> <ul style="list-style-type: none"> • bread, potato, rice, pasta and other starchy foods • meat, fish, eggs, beans and other non-dairy • sources of protein • fruit and vegetables • milk and dairy foods • food and drinks high in fat and/or sugar <p>1.2 Sources: e.g. farm-grown, reared, country of origin, processed, manufactured 2.1 Social factors: e.g. cultural, locality, accessibility, Fairtrade, personal 2.2 Environmental factors: e.g. food miles, carbon footprint, pesticides, weather, organic 2.3 Cost factors: e.g. availability, quality, varieties, brands, composition 2.4 Sensory factors: e.g. taste, texture, appearance, smell 3.1 Given dishes: e.g. pasta dish, fruit dish, meat dish 3.3 Evaluate: e.g. choices of ingredients and their effect, cost, taste, appearance, smell, texture, ways to improve the dish</p>
<p>Skills</p>	<p>The following skills are expected to be displayed by all students whilst working towards achieving Unit 2.</p> <p>1.1 Describe the main food groups 1.2 Describe sources of foods from each main food group 1.3 Explain how seasons affect food availability 2.1 Describe how social factors affect food choices 2.2 Describe how environmental factors affect food choices 2.3 Describe how cost factors affect food choices 2.4 Describe how sensory factors affect food choices 3.1 Compare ingredients to inform choice of recipes for given dishes 3.2 Apply choices of ingredients to make given dishes 3.3 Evaluate completed dishes</p>
<p>Assessment</p>	<p>Three pieces of work will be assessed during the Autumn 2 term. These will be on:</p> <p>Marking Point 1 Classwork-AC 3.1 Compare ingredients to inform choices of recipes for given dishes (for x 3 dishes out of the 6 to be made will require students to plan and compare ingredients)</p> <p>Marking Point 2 AC 3.2 Apply choices of ingredients to make given dishes. Teacher witness statements will be written for 3 out of the 6 dishes students will be required to cook for Unit 2.</p> <p>Marking Point 3 Home Learning- Unit 2 AC 3.3 Evaluate completed dishes (x3 dishes to be evaluated).</p> <p>NB No CE examination set as external examination will occur at the start of this term (will mark Mock exam week 1 in addition to the other formal marking points above).</p>
<p>Cultural enrichment</p>	<p>During this topic, specific cultural enrichment activities may include the following:</p> <p>Invite a chef to speak to the students regarding how to adapt recipes for specific diets, budget, wider appeal etc.</p>





	Invite a youth hostel leader into school to speak to the students about how they decide their menus.
Character	 <p>QoFS - Creativity, Resiliency, Responsibility, Empathy CV - Solidarity, Equality, Social Responsibility,</p> <p>Qualities of Success: Resiliency – Ongoing practical tasks, and target setting. Not giving up if a recipe fails- learning from mistakes. Feedback loops. Creativity – adapting and modifying recipe’s to be healthier/suitable for a specialist diet Responsibility- showing respect for hygiene and H&S when cooking and using school ingredients. Students will also show responsibility by bringing in the correct ingredients on the specified dates. Students will show responsibility in keeping up to date with their portfolio evidence folders and meet individual lesson targets. Empathy- Students could show empathy with their sensitive use of ingredients in the recipes they choose.</p> <p>Co-operative Values: Solidarity- supporting one another with a task or when cooking. Working as a team Equality- Working as a team each taking on an equal role (students will show this particularly in practical tasks) Social Responsibility- Students will need to show social responsibility in considering what ingredients to use in their 6 chosen dishes to cook for the youth hostel e.g.: consider vegetarians, seasonality, food provenance etc.</p>
Spring 1	
Knowledge	<p><u>Unit 2 Understanding food</u></p> <p>Complete AC 3.2 cook final dishes week 1 & 2 (even week 3) if CE exams affect timetabled lessons at end of Aut 2.</p> <p>Week 3- use to improve and complete portfolios of evidence for final assessment.</p> <p>Week 4 onwards start Unit 4.</p> <p><u>Unit 4 Plan and produce dishes in response to a brief</u></p> <p>This is a project CA based portfolio of evidence very similar to the old specification GCSE Food Technology</p> <p>NB: Realistically have 2/3 weeks this half term to start unit 4</p> <p>Cover: Task 1 AC1.1 Assess Brief AC1.2 Select dishes</p> <p>This is broken down into three main areas, but only the first will be covered this half term. 1 Be able to plan a menu for a set brief</p> <p>1.1 Assess the requirements of a set brief 1.2 Select a menu of dishes for the brief</p> <p><u>Range</u></p> <p>1.1 Set brief: this can be created by the Teacher or use the produced internal assessment</p>
	<p>NB: See Aut2 for Unit 2 information. The following skills are expected to be displayed by all students whilst working towards achieving Unit 4.</p> <p>1.1 Assess the requirements of a set brief 1.2 Select a menu of dishes for the brief</p>
Assessment	<p>Three pieces of work will be assessed during the Spring 1 term. These will be on:</p> <p>Marking Point 1 Classwork- UNIT 2 FINAL ASSESSMENT (this is a significant marking point and will be completed over a number of weeks)</p>



	<p>Marking Point 2 Classwork Unit 3- AC 1.1 Assess the requirements of a set brief</p> <p>Marking Point 3 Classwork Unit 3- AC 1.2 Select a menu of dishes for the brief</p> <p>NB: See Home Learning below for why all 3 marking points are classwork based.</p>
Cultural enrichment	<p>During this topic, specific cultural enrichment activities may include the following:</p> <p>Invite a children's caterer to speak to the class to discuss what types of foods children like/are served at children's parties. This is a good way to launch Unit 4.</p>
Character	<div style="text-align: center;">  </div> <p>QoFS - Creativity, Curiosity, Practice, Responsibility CV - Self-Help, Solidarity, Equity</p> <p>Qualities of Success: Creativity – Students will be able to show lots of creativity in their assessment of the brief and selecting foods to make for their children's party food. Curiosity- Students will show curiosity through researching children's party food and also their client profiles about young children. Practice- Students will put into action their cooking skills to cook their final dishes for unit 2, cooking to a high standard. Responsibility- showing respect for hygiene and H&S when cooking and using school ingredients. Students will also show responsibility by bringing in the correct ingredients on the specified dates. Students will show responsibility in keeping up to date with their portfolio evidence folders and meet individual lesson targets. Students will need to take responsibility in their revision and ensure they are confident in answering all examination questions to at least a pass standard- attend after school revision sessions, work at home in preparing for their examination.</p> <p>Co-operative Values: Solidarity- supporting one another with a task or when cooking.</p> <p>Equality- Working as a team each taking on an equal role (students will show this particularly in practical tasks).</p> <p>Self-Help- Seek help independently using resources available. Keep on track with revision at home in preparation for re-sits in March.</p>
<h2>Spring 2</h2>	
Knowledge	<p><u>Unit 3- Externally assessed examination</u> <u>RESITS</u></p> <p>Week 1 revision in class Week 2 mock exam Wednesday lesson Externally assessed 2 hour examination is on Thursday 1st March AM 2018 (FOR THOSE WHO NEED TO RESIT) Offer revision session Feb Half Term/Saturday session and night before the exam and Breakfast revision morning of exam.</p> <p><u>Unit 4 Plan and produce dishes in response to a brief</u></p> <p>Continue from Spring 1 Weeks 3-5</p> <p>Realistically have 3 weeks this half term</p> <p>Cover: Task 2 Week 3- AC1.3 Action Plan Week 4-AC1.4 Review Action Plan</p> <p>Cover: Task 3 Week 5- Assessed Practical- cook final dishes x2 in 2 hours (AC's 2.1 to 2.4 & AC 3.3 Taste testing * Need p3 on day to do this- request on calendar?) This is broken down into three main areas parts of all 3 will be covered this half term.</p>



	<p>1 Be able to plan a menu for a set brief</p> <p>1.3 Develop a plan of action for making the dishes 1.4 Review and revise plan from feedback</p> <p>2 Be able to prepare and make the dishes on the menu</p> <p>2.1 Demonstrate how to prepare themselves and environment for cooking 2.2 Apply the plan to make the dishes on the menu 2.3 Demonstrate cooking skills to make the dishes on the menu 2.4 Demonstrate safe and hygienic working practices throughout</p> <p>3 Be able to review the menu and completed dishes</p> <p>3.3 Assess the strengths and weaknesses of the completed dishes</p> <p>Range</p> <p>1.3 Plan: to include timings, ingredients, equipment, utensils, order of work, health and safety considerations and skills used 1.4 Feedback: e.g. Teacher, peer, target audience</p>
Skills	<p>The following skills are expected to be displayed by all students whilst working towards achieving Unit 4.</p> <p>1.3 Develop a plan of action for making the dishes 1.4 Review and revise plan from feedback 2.1 Demonstrate how to prepare themselves and environment for cooking 2.2 Apply the plan to make the dishes on the menu 2.3 Demonstrate cooking skills to make the dishes on the menu 2.4 Demonstrate safe and hygienic working practices throughout 3.3 Assess the strengths and weaknesses of the completed dishes</p>
Assessment	<p>Three pieces of work will be assessed during the Spring 2 term. These will be on:</p> <p>Marking Point 1 Classwork- AC 3 Develop a plan of action for making the dishes</p> <p>Marking Point 2 Classwork- AC's 2.1 to 2.4 Assessed practical teacher witness statements</p> <p>Marking Point 3 Home Learning- AC 1.4 Review and revise plan from feedback. Students will seek feedback from parents/carers or peers about the planning of their chosen dishes for Unit 4</p>
Cultural enrichment	<p>During this topic, specific cultural enrichment activities may include the following:</p> <p>Invite a local primary school class to come in and sample the foods that the students have made for their children's party brief to gain their feedback for student's projects.</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Responsibility, Reflection CV – Equity, Honesty, Solidarity, Openness, Caring for others, self help</p> <p>Qualities of Success: Responsibility- Students will need to take responsibility in their revision and ensure they are confident in answering all examination questions to at least a pass standard. Responsibility in showing respect for hygiene and H&S when cooking and using school ingredients. Students will also show responsibility by bringing in the correct ingredients on the specified dates. Students will show responsibility in keeping up to date with their portfolio evidence folders and meet individual lesson targets.</p> <p>Reflection- Students will need to reflect on their action plans/feedback for unit 4.</p> <p>Co-operative Values: Caring for others- Sharing thoughts and dishes with one another during taste testing.</p>





Solidarity- supporting one another with a task or when cooking. Working as a team.
Equality- Working as a team each taking on an equal role (students will show this particularly in practical tasks).
Self-Help- Seek help independently using resources available. Keep on track with evidence portfolio.
Openness & Honesty- Students need to give open and honest feedback during taste testing of final dishes for peers to act upon for their review of action plans.

Summer 1

<p>Knowledge</p>	<p>Unit 4 Plan and produce dishes in response to a brief</p> <p>Continue Task 3 from Spring 2 and start Task 4</p> <p>Account for no lesson 7th May (Mayday if single lesson on Monday)- week 4</p> <p>Cover: Task 3 Week 1 AC 2.1 Prepare self and environment for cooking AC 2.4 Demonstrate safe and hygienic working practices Week 2 AC 2.3 Demonstrate cooking skills- storyboard evidence</p> <p>Cover: Task 4 Week 3 AC 3.1 Strengths of Menu & AC3.2 Strengths and weaknesses of planning and preparation Week 4 AC 3.3 Strengths and weaknesses of completed dishes Week 5 AC 3.4 Evaluate how the brief has been met Week 6 Time to complete portfolios ready for final assessment</p> <p>This is broken down into three main areas, only the second and third areas will be covered this half term.</p> <p>2 Be able to prepare and make the dishes on the menu</p> <p>2.1 Demonstrate how to prepare themselves and environment for cooking 2.2 Apply the plan to make the dishes on the menu 2.3 Demonstrate cooking skills to make the dishes on the menu 2.4 Demonstrate safe and hygienic working practices throughout</p> <p>3 Be able to review the menu and completed dishes</p> <p>3.1 Assess the strengths and weaknesses of the menu 3.2 Assess the strengths and weaknesses of the planning and preparation process 3.3 Assess the strengths and weaknesses of the completed dishes 3.4 Evaluate how the brief has been met</p> <p>Range</p> <p>3.4 Evaluate: to include what the learner would change</p>
<p>Skills</p>	<p>The following skills are expected to be displayed by all students whilst working towards achieving Unit 4.</p> <p>2.1 Demonstrate how to prepare themselves and environment for cooking 2.2 Apply the plan to make the dishes on the menu 2.3 Demonstrate cooking skills to make the dishes on the menu 2.4 Demonstrate safe and hygienic working practices throughout 3.1 Assess the strengths and weaknesses of the menu 3.2 Assess the strengths and weaknesses of the planning and preparation process 3.3 Assess the strengths and weaknesses of the completed dishes 3.4 Evaluate how the brief has been met</p>
<p>Assessment</p>	<p>Three pieces of work will be assessed during the Spring 2 term. These will be on:</p> <p>Marking Point 1 Classwork- AC 2.3 Demonstrate cooking skills- storyboard evidence</p> <p>Marking Point 2 Classwork- AC 3.1 Assess the strengths and weaknesses of the menu AC 3.2 Assess the strengths and weaknesses of the planning and preparation process</p>



	<p>Marking Point 3 Classwork- AC 3.3 Assess the strengths and weaknesses of the completed dishes AC 3.4 Evaluate how the brief has been met</p> <p>NB: See Home Learning below for why all 3 marking points are classwork based.</p>
Cultural enrichment	<p>During this topic, specific cultural enrichment activities may include the following:</p> <p>Invite in from a food production company e.g. Kellogg’s, McVities or other local food production company to discuss product development.</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Practice, Resiliency, Responsibility, Reflection CV - Self-Help, Solidarity</p> <p>Qualities of Success: Practice- Resiliency- Students need to show lots of resiliency in this half term as the pace will be intensive to complete all the portfolio evidence and also revise for other subject examinations. Responsibility- Students will show responsibility in keeping up to date with their portfolio evidence folders and meet individual lesson targets and attend after school to complete any work missed in class or not finished to at least a pass standard. Resiliency- Students need to reflect on their strengths and weaknesses within their project work for unit 4 (see AC’s above).</p> <p>Co-operative Values: Self-Help- work independently using resources available. Keep on track with evidence portfolio to meet final deadline. Solidarity- supporting one another with meeting deadlines.</p>