

Subject:

# Food Preparation and Nutrition

Food Intent:

Food preparation and nutrition gives students a sound knowledge of the importance of maintaining a healthy balance of nutrients in our diets and the importance of food safety, thus developing essential life skills. Students develop independence in mastering a variety of high-level cooking skills. Students also gain scientific knowledge of the functions of ingredients and how to adapt recipes using this information. Also, how to conduct a scientific investigation including research, conducting a fair test, collating and evaluating results. Food is a creative and technical subject that involves designing, making dishes to suit individual needs, problem solving and resilience.

Our Exam Board is: Eduquas

## The Big Questions...

### Year 10

#### **Developing high level skills of making, theory to support NEA work and final theory exam (Sept – April)**

Students will learn to make a large range food products with a wide range of practical skills and cooking food from scratch, focussing on management of time, high sensory qualities and presentation techniques.

Food provenance – where does our food come from? What conditions does it require to grow? How is our environment affected? How is food processed? What is primary and secondary processing? How can we cater for people with special diets and intolerances and at different stages of life? How are these altered by preparation and cooking? What are the factors which cause food poisoning? How can we work in a safe and hygienic manner? What are the functions of food? How are the properties of food altered by preparation and cooking? How can we carry out fair testing?

#### **Preparation for NEA 1, NEA 2 and Theory exam (April – July)**

Students will be prepared for and undertake a theory mock exam. Students will undertake a mock NEA 2 exam – to choose and make 3 dishes and 2 side dishes for a healthy children's menu for a café in a garden centre. This will include research, making and evaluation.

Students will undertake a mock NEA 1 scientific investigation into the chemical and functional properties of the ingredients in scones. This will include research into the chemical and physical properties of ingredients and the effects of preparation and cooking on these. Students will carry out fair testing and learn how to document their work, gathering photographic evidence and recording the opinions of others. Evaluation of results using data collected and research to include scientific explanation.

### Year 11

#### **Scientific Investigation (September – November) – NEA 1 (15% of GCSE)**

Students carry out a scientific investigation to solve a problem. This involves independent research, conducting a fair test, collating results including the opinions of others, evaluating the research and results.

#### **Preparing 5 dishes to meet the requirements of a brief (December - March) NEA 2 (35% of GCSE).**

Independent research to enable the choice of a suitable menu to meet the requirements of the brief with reasons for these choices. Planning the project, selecting a menu with a variety of high-level skills and cooking methods. Students cook these dishes and present them in 3 hours. The dishes are then evaluated against the brief and research carried out and compared to dishes made by others.

#### **Preparation For theory Exam (March- June)**

Students will further develop and re-visit their knowledge of the functions of ingredients and nutrients. Food provenance – where does our food come from? What conditions does it require to grow? How is our environment affected? How is food processed? What is primary and secondary processing? How can we cater for people with special diets and intolerances and at different stages of life? How are these altered by preparation and cooking? What are the factors which cause food poisoning? How can we work in a safe and hygienic manner? How can we set up a safe system of work to ensure food safety? (HACCP) What are the functions of food? How are the properties of food altered by preparation and cooking? How does energy transfer in cooking affect the properties of food? How does religious belief affect our choice of food?

## What skills will I develop?

The GCSE in Food enables students to learn how to cook independently to a high level which is an important life skill. Also, to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make dishes that solve real and relevant problems, considering their own and others' needs, wants and values. It equips them with the nutritional knowledge to make decisions about their own food choices to encourage good health. Also to be discerning in their choice of ingredients in relation to food provenance and environmental issues. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design and computing.

## What great resources can I use?

<https://www.pearsonactivelearn.com/loginso.asp>- Our online Food and Nutrition textbook. This covers all the topics you need to learn with practise questions. Remember to use the log in details that you have been given.

<https://www.senecalearning.com/> Useful revision guide with interactive quizzes

The theory PowerPoint saved on the R drive along with the practise exam questions- these cover each theory topic

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) contains links to the theory topics and tests you can take online

<https://www.gcsepod.com/> pod casts and revision material you can also download on your phone

## How will I be assessed?

NEA work is monitored through the use of progress tracking charts and formative feedback given at the end of each project, detailing the strength and areas for improvements against the GCSE assessment criteria. Homework is set and marked each week and recorded in SMHW. Teacher feedback is given verbally and on assessed work so that pupils can improve their understanding before moving on to the next section of the course. NEA work accounts for 50% of the GCSE grade and the exam, sat in June in yr11, accounts for the other 50%.

## Three ways that parents/carers can help...

1. Track your child's homework submissions using SMHW, for the majority of the course yr10 and 11 students will be set multiple choice tests at the end of each term to check their learning
2. Talk to your child about their NEA work, in particular encourage them and talk to them about the independent research they are carrying out and the dishes they might choose to make. They will need to gain third party feedback on the sensory attributes of the dishes they have made so you can help them with this!

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3. Encourage your child to complete all sections of the NEA work and attend the period 7 sessions each week. Ask them if they are 'green' for each page on the progress chart. If they complete each page to a good standard they will achieve highly in this subject.
  4. Encourage creativity in the selection of ingredients in school and to ensure your child has the ingredients they need for all practical lessons.