

## WJEC GCSE Food Preparation & Nutrition

**Curriculum Rationale** - The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

### Overview

**Year 10** - Pupils start with section 1 - core knowledge to retrieve, consolidate and develop their understanding of food safety and health and safety learned throughout years 7 - 9. They then move on to retrieve, consolidate and develop their understanding of basic principles of nutrition.

Pupils then move onto section 3 to retrieve and develop their knowledge of commodity groups in relation to their nutritional value, health benefits (or consequences) and specific scientific principles involved with the practical use of the commodities when preparing dishes. This understanding is developed through theory lessons with supporting practical work.

Towards the end of year 10 (terms 5 & 6) pupils are introduced to NEA 1 & 2 and are supported to produce the more complex elements of the controlled assessment to allow feedback to be given to support the completion of the NEAs (Non-Examined Assessments) in Year 11 - Pupils will have the opportunity to complete a mock practical assessment. Pupils may have a mock written exam in term 6

**Year 11** - Pupils may have written mock exams in term(s) 1 and/or 2 - Production of NEA 1 will start in September with a view to completion by mid-November. NEA 2 production will start after the completion of NEA 1 with a view to complete prior to February half term - Both assignments have a specific number of hours that pupils must meet but not exceed to produce the work (including the practical element).

### Core Knowledge

The principles of nutrition, diet and good health, the science of cooking food, food spoilage, food provenance and food waste, cultures and cuisines, technological developments and factors affecting food choice are taught and reinforced through the teaching of different commodity groups, in the written exam there are explicit questions that may ask about specific individual core knowledge however, most of the questions intrinsically link core knowledge to specific commodity groups or specific individual commodities. The core knowledge can also be linked to specific cooking methods.

### Skills

All recipes used are designed to develop technical skills, use of equipment and use of commodities as well as support the learning with regards to core knowledge, commodities and food science principles within the specification.

NEA 1 - Practical work relates to the physical properties of commodities and the scientific principles involved with cooking commodities; pupils will carry out experiments to fulfil a specific task. These principles will be linked to the recipes cooked for NEA2 so the pupils can develop an understanding of the scientific principles in a range of recipes

NEA 2 - Recipes taught are designed as in KS3 to introduce and practise skills using a range of commodities, techniques, and equipment for pupils to develop complex skills to give them the opportunity to access the highest mark boundaries for the practical assessment element of NEA 2.

### Assessment

NEA 1 - In year 10 pupils retrieve (prior knowledge from science) and are taught how to plan, carry out and record a range of food science experiments based on different potential NEA 1 tasks prior to the task being released on September 1<sup>st</sup>

NEA 1 is completed in year 11 in no more than 8 hours, between 1<sup>st</sup> September and mid-November then submitted by 5<sup>th</sup> May.

NEA 2 - In year 10 pupils retrieve knowledge of research methods from years 7-9 and integrate prior knowledge of primary and secondary research to carry out parts of task and produce a production plan and 3 course meal for a given target audience. Pupils will practise the production of a 3-course meal at the end of year 10 then reflect before being issued with NEA 2 task from 1<sup>st</sup> November

NEA 2 is completed in year 11 in no more than 12 hours between mid-November and February half term, including a 3-hour practical assessment, then submitted by 5<sup>th</sup> May.

Year 10

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Commodities</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Food Science (NEA 1)</li> <li>Commodities</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Food Science (NEA 1)</li> <li>Commodities</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Food Science (NEA 1)</li> <li>Commodities</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Food Science (NEA 1)</li> <li>Commodities</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Commodities</li> <li>Food preparation investigation (NEA 2)</li> </ul>
<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Food Spoilage</li> <li>Principles of nutrition</li> <li>Diet and good health</li> <li>Cultures and cuisines</li> <li>Fruit &amp; Vegetables</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Retrieval and extension of food safety and health &amp; safety knowledge from KS3</li> <li>Retrieval and extension of nutritional knowledge from KS3 - Nutrients, Eatwell guide</li> <li>Introduction of nutrition for different life stages</li> <li>Introduction of nutrition for different diets</li> <li>Retrieval of practical skills from KS3 and introduction of different commodities, using practical work to support knowledge</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Half term consolidation assessment</li> </ul>	<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Enzymic browning experiments</li> <li>Technological developments</li> <li>The science of cooking foods</li> <li>Basic mixtures and recipes</li> <li>Cereals</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Introduction to Food Science practical's, retrieval of prior knowledge from KS3 Cooking and nutrition and KS3 Science.</li> <li>Consolidate fruit and vegetables learning</li> <li>Retrieval of cooking method knowledge from KS3 and introduction of the 'Why? (Science)' behind the cooking methods</li> <li>Retrieval of practical skills from KS3 and introduction of different commodities, using practical work to support knowledge</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Half term consolidation assessment</li> </ul>	<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Functions of cereals experiments</li> <li>Technological developments</li> <li>The science of cooking foods</li> <li>Basic mixtures and recipes</li> <li>Dairy products</li> <li>Butter, oil, margarine, sugar and syrup</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Retrieval of prior knowledge from Enzymic browning experiments - building on knowledge of food science experiments</li> <li>Consolidate cereals learning</li> <li>Retrieval of cooking method knowledge from KS3 and introduction of the 'Why? (Science)' behind the cooking methods</li> <li>Retrieval of practical skills from KS3 and introduction of different commodities, using practical work to support knowledge</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Half term consolidation assessment</li> </ul>	<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Coagulation &amp; denaturing experiments</li> <li>Technological developments</li> <li>The science of cooking foods</li> <li>Basic mixtures and recipes</li> <li>Meat poultry fish and eggs</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Retrieval of prior knowledge from cereal experiments - building on knowledge of food science experiments</li> <li>Consolidate dairy products and butter, oil, margarine, sugar and syrup learning</li> <li>Retrieval of cooking method knowledge from KS3 and introduction of the 'Why? (Science)' behind the cooking methods</li> <li>Retrieval of practical skills from KS3 and introduction of different commodities, using practical work to support knowledge</li> <li>Demonstration of deboning a chicken and filleting a fish</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Half term consolidation assessment</li> </ul>	<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Beans, nuts and seeds, soya tofu and mycoprotein</li> <li>Technological developments</li> <li>The science of cooking foods</li> <li>Basic mixtures and recipes</li> <li>NEA 1                             <ul style="list-style-type: none"> <li>hypothesis setting</li> <li>plan of action</li> <li>writing up an experiment</li> <li>analysis results of experiment and drawing conclusions</li> <li>referencing sources</li> </ul> </li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Retrieval of prior knowledge from coagulation and denaturing experiments - building on knowledge of food science experiments</li> <li>Consolidate meat, poultry, fish, and eggs learning</li> <li>Retrieval and application of knowledge of how to plan carry out and write up a practical science experiment to support the production of NEA 1</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Practise NEA (Non-Examined Assessment) 1 task</li> </ul>	<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Herbs &amp; Spices</li> <li>NEA 2                             <ul style="list-style-type: none"> <li>Primary &amp; Secondary Research</li> <li>Producing a timeplan</li> <li>Carrying out a 3hour practical</li> </ul> </li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Conclude and consolidate initial learning of commodities</li> <li>Retrieval and application of core knowledge</li> <li>Retrieval and application of knowledge and skills in the use of commodities.</li> <li>Introduction to, and practise the production of a time plan</li> <li>Practise carrying out a dovetailed (sequenced) 3hour practical</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Practise NEA 2 practical</li> </ul>

Year 11

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Food Science (NEA 1)</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Food preparation investigation (NEA 2)</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Food preparation investigation (NEA 2)</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Commodities</li> <li>Written exam focus</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Core Knowledge</li> <li>Commodities</li> <li>Written exam focus</li> </ul>	<p><b>Sections covered?</b></p> <ul style="list-style-type: none"> <li>Revision</li> </ul>
<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Food Spoilage</li> <li>Principles of nutrition</li> <li>Diet and good health</li> <li>The science of cooking foods</li> <li>Basic mixtures and recipes</li> <li>Cultures and cuisines</li> <li>Fruit &amp; Vegetables</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Retrieve and build upon knowledge from the start of KS4 in the order that it was taught in.</li> <li>Apply knowledge in context with NEA 1</li> <li>Develop revision strategies for the written exam</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>NEA 1 Task received on 1<sup>st</sup> September - pupils will work on completion of the task prior to Half term.</li> </ul>	<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>The science of cooking foods</li> <li>Basic mixtures and recipes</li> <li>Cultures and cuisines</li> <li>Cereals</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Retrieve and build upon knowledge from the start of KS4 in the order that it was taught in.</li> <li>Apply knowledge in context with NEA 1 and NEA 2</li> <li>Develop revision strategies for the written exam</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>NEA Task 1 complete</li> <li>NEA 2 Task received on 1<sup>st</sup> November - pupils will work on completion of the task prior to Christmas</li> <li>Practical assessment to take place prior to Christmas (Timetable dependant)</li> </ul>	<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Basic mixtures and recipes</li> <li>Cultures and cuisines</li> <li>Milk, cheese and yogurt</li> <li>Butter oil, margarine, sugar and syrup</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Retrieve and build upon knowledge from the start of KS4 in the order that it was taught in.</li> <li>Apply knowledge in context with NEA 2</li> <li>Develop revision strategies for the written exam</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>NEA Task 2 complete</li> <li>Practical assessment to take place prior to February half term (If not completed in half term 2)</li> </ul>	<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Basic mixtures and recipes</li> <li>Cuisines and cultures</li> <li>Meat poultry fish and eggs</li> <li>Factors affecting food choice</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Retrieve and build upon knowledge from the start of KS4 in the order that it was taught in.</li> <li>Develop revision strategies for the written exam</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Consolidation questions focussing on long answer questions</li> </ul>	<p><b>What?</b></p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Technological developments</li> <li>The science of cooking foods</li> <li>Basic mixtures and recipes</li> <li>Beans nuts and seeds, soya, tofu and mycoprotein</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Retrieve and build upon knowledge from the start of KS4 in the order that it was taught in.</li> <li>Consolidate learning and check understanding</li> <li>Develop revision strategies for the written exam</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>NEA tasks submitted to exam board by 5<sup>th</sup> May</li> <li>Written assessment will take place in June</li> </ul>	<p><b>What?</b></p> <ul style="list-style-type: none"> <li>In class revision</li> <li>Online/remote support</li> </ul> <p><b>Why? / How?</b></p> <ul style="list-style-type: none"> <li>Support pupils to revise whilst on exam leave</li> <li>Answer questions/clarity anything that pupils are unsure of</li> </ul>