

Term 4 Start Year 11

Lesson	Objectives and content	Teaching unit resources		
	<p>Prior knowledge : Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification.</p>		Heart	Hand
1	<p>Head Understand the requirements of the Year 11 course including:</p> <ul style="list-style-type: none"> • food investigation task • food preparation task • final exam. <p>(This lesson is not included in the 10 hours as it is information giving only).</p>	<p>Example student NEA materials (on the Secure Key Materials section of e-AQA) Illuminate textbook, pp 292 Illuminate resources Hodder textbook, pp 412 Hodder resources</p>	<p>Communicate. Be self-reflective and accept feedback from peers. Be sensitive and tactful when giving feedback to peers</p>	<ul style="list-style-type: none"> • Teacher presentation on NEA. <p>To include details about the food investigation and the food preparation task, including:</p> <ul style="list-style-type: none"> • time allowed and length of task • assessment details and mark allocation <ul style="list-style-type: none"> • assessment breakdown • assessment criteria <ul style="list-style-type: none"> • guidelines for feedback and assessment. • Student discussion and mind mapping activity: top tips for the NEA. • Recap mock NEA completed in Y10 and discuss: <ul style="list-style-type: none"> • what went well (WWW) • even better if (EBI).
2	<p>Understand the requirements of the food investigation task including:</p> <ul style="list-style-type: none"> • research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients • record the investigation findings • analyse and evaluate results • present the food investigation task 	<p>Illuminate textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 292–304 • Section 2, Food Science, pp 76–157 <p>Hodder textbook:</p> <ul style="list-style-type: none"> • Food investigation 	<p>Group work Leadership, resilience as a leader encouraging the team to work for you.</p>	<ul style="list-style-type: none"> • Teacher presentation on the food investigation task and what must be considered to complete it, including: • Research • Investigations • Analysis and evaluation • From 1 September onwards:

		<p>chapter, pp 414–421</p> <ul style="list-style-type: none"> • Section 3, Food Science, pp 191–236 <p>AQA food investigation tasks released from 1 September in schools.</p>		<ul style="list-style-type: none"> • Issue AQA food investigation tasks. Students to select one task to investigate further as NEA. • Class discussion – what is each task about and what will it involve? Link to prior work covered in year 10. • Small group discussion – split class into three groups and discuss each individual task. Students to select one of the tasks to investigate further for next lesson. • Recap of key skills needed in investigation work. What have we learnt in previous projects?
3-4	<p>Research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients. Develop research skills to gather and use primary and secondary sources of information. Develop analysis and evaluation skills and explain how findings will influence practical investigations. Write a hypothesis or prediction based upon research findings. Plan relevant and appropriate practical investigations referring to research findings and hypothesis.</p>	<p>Illuminate textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 292–304 • Section 2, Food Science, pp 76–157 <p>Hodder textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 414–421 • Section 3, Food Science, pp 191–236 	Research and analysis	<p>Student activity:</p> <ul style="list-style-type: none"> • analysis of chosen task • generate a list or mind map of the research needed to be carried out before commencing practical investigations • identify secondary sources of research that could be used to gather information or data • secondary research: textbooks, websites, multimedia including animations, YouTube clips, TV programmes, prior knowledge, magazines, newspaper articles, leaflets, food labels and packaging etc.

				<ul style="list-style-type: none"> • all research must include: • a clear aim that is focused and relevant to task • relevant sources of information gathered from a variety of secondary methods of research <ul style="list-style-type: none"> • analysis and conclusions and summary of findings • an explanation of how findings may influence future practical investigations <ul style="list-style-type: none"> • a plan for the practical investigations related to the research with a clear and focused hypothesis or prediction • a record of all sources to record in a bibliography at the end of the report. <p>NB All student work to be presented concisely and effectively communicated in a written report as part of portfolio. The portfolio must be also completed under controlled assessment conditions and allocated time.</p>
5 - 6	<p>Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings. Identify essential controls when carrying out a food investigation.</p>	<p>Illuminate textbook – food investigation chapter, pp 292–304 Hodder textbook – food investigation</p>	<p>Practical accuracy requires resilience.</p> <p>Organisation, thoughtfulness and resilience required to minimise waste.</p>	<p>Student activity:</p> <ul style="list-style-type: none"> • carry out a wide range of appropriate practical investigations, linking directly to hypothesis/ prediction • work under controlled conditions

<p>Record results from investigation using charts, graphs, tables, sensory testing and annotated photographs. Explain how results of each investigation should be used to form the next stage of investigation with reasoning.</p>	<p>chapter, pp 414–421 Essential equipment for investigative and practical work Sensory testing charts, eg star profiles, ratings and ranking charts Results charts, eg viscosity Control check resources, eg coded samples, digital scales, temperature probes. Camera to record photographic evidence of results. Labels with names and candidate numbers.</p>	<p>Draw on cross curricular maths knowledge.</p>	<p>to undertake the practical investigations.</p> <ul style="list-style-type: none"> • each investigation should have: <ul style="list-style-type: none"> • a clear aim outlining the purpose of the investigation and what the student is hoping to find out as a result of experimentation • essential control checks to ensure fair testing • results should be recorded and explained clearly using graphs, tables, charts and a range of different methods of sensory testing • photographic evidence showing the method and results of the investigations. <p>Photographic evidence should be authenticated with the candidate's name and number</p> <ul style="list-style-type: none"> • explanation, with reasoning, of the how results from investigation may lead to the next one to inform further investigation. This should be linked to original hypothesis or predictions. <p>NB Students may also find it useful to refer to both the Illuminate and Hodder textbooks and digital bundles, which contain useful tips and advice on different ways to carry out investigations, record results and</p>
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				present findings in a written report format. Other textbooks and resources are available but these are not approved by AQA.
7	<p>Analyse and interpret the results of investigative work. Link the results to research explaining the working characteristics, functional and chemical properties of ingredients tested.</p> <p>Write a conclusion to the hypothesis/prediction with reasons and justifications. Explain how results can be applied into practical food preparation and cooking.</p>	<p>Illuminate textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 303–304 • Section 2, Food Science, pp 76–157 <p>Hodder textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 420–421 • Section 3, Food Science, pp 191–236 <p>ICT or laptop facility to write up NEA portfolio</p> <p>Assessment criteria for NEA food preparation task</p>	Resilience and communication to complete the analysis.	<p>Student activity:</p> <ul style="list-style-type: none"> • written analysis and evaluation <ul style="list-style-type: none"> • to include: • detailed analysis of all results and interpretation of findings for all investigative work • written conclusions with justification of findings as a result of carrying out the practical investigations <ul style="list-style-type: none"> • detailed explanation and evaluation of results and findings. (To include evaluation of the how successful the investigation was, the effectiveness of control checks to ensure fair testing, the success of the investigations at proving predictions/hypothesis and suggestions for improving the Investigation further and presenting the report and findings.) • summary of the main points with reference to original hypothesis/prediction and research • explanation of how the results might be applied in practical food preparation and cooking and demonstrate knowledge of how

				<p>ingredients work and why.</p> <p>NB Students may want to refer to the examples of presenting and communicating analysis, evaluations and explanations in both the Illuminate and Hodder textbooks.</p>
8	<p>Prior Knowledge: Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content. In the NEA, students must use and apply a variety of food preparation skills to achieve a range of different outcomes. The choice of recipes to demonstrate the skills will be at the discretion of the individual school and there are recipe suggestions included as suitable examples.</p> <p>Understand the requirements of the food preparation task including:</p> <ul style="list-style-type: none"> • analyse a task and carry out research on a life stage/dietary group or culinary tradition • demonstrate a range of technical skills • plan a final menu for chosen life stage/dietary group or culinary tradition • prepare, cook and serve three dishes in a three-hour session • analyse and evaluate final menu. 	<p>AQA food preparation tasks released from 1 November in schools</p> <p>Illuminate textbook – food preparation chapter, pp 305–324</p> <p>Hodder textbook – food preparation chapter, pp 422–438</p> <p>Recipe books to generate recipe ideas</p> <p>Assessment criteria for NEA food preparation task</p>	<p>Research and Analysis skills</p>	<ul style="list-style-type: none"> • Teacher presentation and introduction of the food preparation task and what must be considered to complete the task including an overview and examples of: • Researching the task • Demonstrating technical skills • Planning for the final menu • Making the final dishes • Analyse and evaluate. • Teacher activity – issue AQA food preparation tasks. Students to select one task to undertake further as NEA • Class discussion – what is each task about and what will it involve? <ul style="list-style-type: none"> • Small group discussion – split class into three groups and discuss each individual task. <p>Students may also find it useful to refer to the Illuminate and Hodder textbooks</p>

				and digital bundles, which both contain useful tips and advice on different ways to carry out the food preparation task, record results and present findings in a written portfolio.
9 -10	<p>Plan and carry out research into chosen life stage, dietary group or culinary tradition.</p> <p>Develop research skills to gather and use primary and secondary sources of information.</p> <p>Develop analysis and evaluation skills and explain how findings will influence practical investigations.</p> <p>Present research in a concise and effectively communicated portfolio of work.</p> <p>Plan relevant and appropriate practical activities.</p>	<p>AQA food preparation tasks released from 1 November in schools</p> <p>Illuminate textbook – food preparation chapter, pp 305–324</p> <p>Hodder textbook – food preparation chapter, pp 422–438</p>	Lateral thinking, consider all options for task	<p>Student activity:</p> <ul style="list-style-type: none"> • analysis of chosen task and identification of what the task requires and involves • mind map of the research could be carried out before commencing research into chosen life stage, dietary group or culinary tradition • identification of relevant primary and secondary sources of research that could be used to gather information or data • gathering data from primary sources/information that has not been generated by other people, eg survey, interview, market research, menu analysis, existing product testing or questionnaire • gathering data from secondary sources including textbooks, websites, multimedia including animations, YouTube, TV programs, prior knowledge, magazines, newspaper articles, leaflets, food labels and packaging etc.

				<ul style="list-style-type: none"> • all research must include: • a clear aim that is focused and relevant to task • relevant sources of information gathered and presented from a variety of primary and secondary methods of research. • analysis and conclusions and summary of findings and how they may influence future practical activities. • all student work to be presented concisely and effectively communicated as part of final portfolio of work. <p>NB It is important that students do not spend too long on the research element to the detriment of the other assessment</p>
11	<p>Select a range of three or four suitable dishes to trial further.</p> <p>Justify choices and explain suitability, creativity and technical skill.</p> <p>Record evidence of the choice of dishes made during the technical skills demonstration.</p>	<p>Illuminate textbook – food preparation chapter, pp 305–324</p> <p>Hodder textbook – food preparation chapter, pp 422–438</p> <p>Animations and film clips of technical skills via the Illuminate and Hodder digital book bundles</p> <p>YouTube videos of different technical skills</p>	<p>Lateral thinking, consider all joining options for task</p>	<ul style="list-style-type: none"> • Teacher activity: <ul style="list-style-type: none"> • outline and explanation of three different levels of food preparation and technical skills with examples • complex, eg homemade pasta dough – tortellini/ravioli • medium, eg homemade spaghetti with bolognese sauce • basic, eg ready-made pasta and sauce • outline of how to record and present information on choices of dishes for

		<p>Writing frames or scaffolds to provide support and differentiation for SEN students</p> <p>Computers to write up NEA portfolio</p>		<p>demonstration of technical skills (see below).</p> <ul style="list-style-type: none"> • Student activity: • consider possible dishes to demonstrate technical skill and showcase creativity and different making skills • selection of three or four different recipe ideas that demonstrate technical skill and are suitable for food preparation task • for each recipe, explain the technical skills and reason for selecting the dish • recording of the dishes produced when demonstrating technical skills. • student written record in portfolio must include: • name of recipe and reasons for choice and suitability for chosen task • ingredients and technical skills listed in dish • photographic evidence of each dish with name and candidate number clearly visible • results of sensory testing, analysis and evaluation of dish and its suitability.
12	Revision			
13	Revision			
14	Mock examination week 1 November			

Term 5

Lesson	Objectives and content	Teaching unit resources		
	Head		Heart	Hand
15	Mock examination week2 February		Initiative through revision at home. Resilience.	
16 - 20	<p>Understand the assessment criteria for the technical demonstration. Make a range of suitable dishes showcasing technical skill, creativity and practice making skills. Demonstrate a good understanding of ingredients and making processes. Work with confidence, independence and accuracy. Work safely and hygienically at all times. Present dishes with a good level of technical skill and with a suitable level of finish and decoration for serving.</p>	<p>Recipes Instruction cards for setting up practical work Online classroom stopwatch Assessment criteria for NEA food preparation task Camera Cards with names and candidate numbers for photographic evidence. Different types of sensory testing charts and star profiles Computers to write up NEA portfolio</p>	Resilience and communication	<ul style="list-style-type: none"> • Teacher activity: outline and explanation of the assessment criteria for technical skills demonstration. Questioning for learning: recap what makes a successful practical lesson? PowerPoint with risk assessment and hygiene and safety instructions. • Practical activity: students create, prepare, cook and serve three or four different dishes that demonstrate technical skill and meet the requirements of food preparation task. • Plenary: write up of sensory testing, analysis, photography and evaluation of dishes. Selection of dishes for final menu.

	Carry out sensory analysis of all the dishes to determine final choice of menu. Evaluate and determine the final menu dishes.			
21	<p>Select suitable final dishes to make for the three-hour making session.</p> <p>Produce a three-hour time plan that includes food safety.</p> <p>Justify reasons for choice of final dishes and menu with reference to skills, ingredients, nutrition, cooking methods, costs, provenance, sensory properties and portion size.</p>	<p>Illuminate textbook – food preparation chapter, pp 318–320</p> <p>Hodder textbook – food preparation chapter, pp 432–434</p> <p>Charts for time plan production.</p> <p>Recipes for final dishes and menu.</p> <p>Computers or A4 or A3 templates to write up NEA portfolio.</p>	Resilience and communication	<ul style="list-style-type: none"> • Teacher activity: • class discussion – what makes a good time plan? • show example time plans with reference to both Illuminate and Hodder textbooks and digital bundles. • Student activity: • production and writing of a time plan for making final menu and dishes. • the time plan must include: • details of mise en place and any essential preparation before cooking • instructions detailing all the stages of making in the correct order. These could be colour coded for each dish • accurate timings for all stages • use of specialist equipment • food safety principles when storing, preparing, cooking and presenting the dishes (to include key times and temperatures)
22 -23	<p>Prepare, cook and serve three final dishes in one three-hour making session demonstrating some complexity and challenge.</p> <p>Execute a range of technical skills</p>	<p>Illuminate textbook, pp 321–322</p> <p>Hodder textbook, pp 435</p> <p>Recipes</p> <p>Time plans for three-hour practical</p> <p>Ingredients</p>	<p>Resilience and communication.</p> <p>Resilience required to get the best finish in the dishes.</p> <p>Quality is directly proportional to effort.</p>	<ul style="list-style-type: none"> • Pupil preparation before the task: • ensure all recipes and time plans are pre-prepared and read thoroughly prior to assessment <ul style="list-style-type: none"> • pre-check all ingredients and

	<p>with confidence, precision and accuracy. Select and use appropriate equipment accurately. Demonstrate a range of appropriate finishing techniques and presentation techniques. Demonstrate evidence of effective organisational skills and time management. Produce all three dishes successfully within the three-hour period following the time plan. Correctly sequence all making activities with effective dovetailing of tasks. Work independently demonstrating good personal hygiene application of food safety.</p> <p>Garnish and decorate final dishes with suitable level of finish and decoration.</p>	<p>Equipment Plates for assessment Garnishes and decorations Camera, names and candidate numbers Candidate Record Forms</p>		<p>equipment required for task</p> <ul style="list-style-type: none"> • consider the final presentation of each dish how to achieve a high level of finish and decoration. Think carefully about garnishes, accompaniments, finish, decorations, portion size, plating and serving equipment • consider how final dishes are going to be presented for photography and teacher assessment. • Pupil activity: making the final dishes.
<p>24 -25</p>	<p>Carry out sensory testing of the final dishes. Carry out nutritional analysis of final dish. Compare nutritional profile of dish against Dietary Reference</p>	<p>Illuminate textbook – food preparation chapter, pp 305–324 Hodder textbook – food preparation chapter, pp 422–438</p>		<p>Student activity:</p> <ul style="list-style-type: none"> • carry out sensory analysis and evaluation (appearance, taste, texture and aroma) of the results • set up testing panels using a variety of different sensory testing techniques including

<p>Values for target group. Cost the final dishes. Evaluate the success of the dishes and identify improvements.</p>	<p>Sensory testing charts including:</p> <ul style="list-style-type: none"> • preference tests • discriminatory tests • ranking tests • rating tests • profiling tests <p>Advice on setting up a tasting panel Nutritional analysis program or food tables Costing analysis spreadsheet program or chart. Evaluation checklists. Computers or A4 or A3 templates to write up NEA portfolio.</p>	<p>ranking, rating and profiling tests. Sensory testing, analysis and evaluation of dishes</p> <ul style="list-style-type: none"> • evaluate and explain your results to sensory testing and suggest any possible improvements <ul style="list-style-type: none"> • carry out nutritional analysis of the three dishes using a nutritional program or food tables • evaluate the nutritional profile of each dish commenting on how nutritionally balanced it is and what nutrients there are too little or too much of. Reference can be made to specific dietary guidelines such as the Eat Well Guide and a comparison can be made to the Dietary Reference Values (DRV's) of chosen target group <ul style="list-style-type: none"> • identify what improvements could be made to the nutritional profile of the dish • costing analysis of final dishes working out the total cost for whole recipe and cost per portion. Evaluate the costs and value for money of the dishes made. Identify what could be done to reduce costs or improve value for money of the dish • write a final evaluation of the food preparation task to identify any improvements to final menu and dishes <ul style="list-style-type: none"> • consider possible improvements based upon suitability for the task, sensory testing results, cost analysis, whether the nutritional
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				profile met current dietary guidelines, ways to improve nutritional profile, technical skills and complexity of making techniques, the provenance, sustainability and sourcing of the foods/ingredients and the quality of food presentation skills including garnish and finish.
26	Revision	Illuminate textbook, pp 325–334 Hodder textbook, pp 439–451	Resilience, organisation of revision, note taking and revision timetable. Communication clear and precise.	Food nutrition and health

Term 6

Lesson	Objectives and content	Teaching unit resources		
Revision		Head	Heart	Hand
27	Revision	Illuminate textbook, pp 70–77 Hodder textbook, pp 160–190	Resilience Organisation	Diet, nutrition and health
28	Revision	Illuminate textbook, pp 70–77 Hodder textbook, pp 160–190	Communication	Cooking of food and heat transfer
29	Revision	Illuminate textbook, pp 105–140 Hodder textbook, pp 206–236		Functional and chemical properties of food
30	Revision	Illuminate textbook, pp 158–201 Hodder textbook, pp 238–278		Principles of food safety, food spoilage and contamination

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