



Topics Element	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Term 1</b>	<b>Theory</b>	H&S Recap	The importance of nutrition	The importance of nutrition	Menu Planning	Menu Planning	Menu Planning and Wave 1 Preparing
	<b>NEA</b>	Task 1: NEA requirements	Task 1	Task 1	Task 2	Task 2	Task 2
	<b>Home learning</b>						
<b>Term 2</b>	<b>Theory</b>	Wave 1	Wave 1	Wave 1 Therapy	The skills and techniques of preparation, cooking and presentation of dishes	The skills and techniques of preparation, cooking and presentation of dishes	The skills and techniques of preparation, cooking and presentation of dishes
	<b>NEA</b>			Task 3	Mock 1 Task 3 covering all Assessment Objectives	Mock 1 Task 3 covering all Assessment Objectives	Mock Feedback
	<b>Home learning</b>	Revision	Revision				
<b>Term 3</b>	<b>Theory</b>	The skills and techniques of preparation, cooking and presentation of dishes	The skills and techniques of preparation, cooking and presentation of dishes		Wave 2 preparation	Wave 2	Wave 2
	<b>NEA</b>	Mock 2 Task 3 covering all Assessment Objectives	Mock 2 Task 3 covering all Assessment Objectives	Evaluating cooking skills Practice- Evaluating cooking skills			
	<b>Home learning</b>						
<b>Term 4</b>	<b>Theory</b>	Wave 2 Therapy	Practical Exams	Evaluating cooking skills	Evaluating cooking skills	Practice exam questions	Practice exam questions
	<b>NEA</b>	Unit 2 practical exam final preparation	Practical Exams	Evaluating cooking skills	Evaluating cooking skills		
	<b>Home learning</b>	Revision		Revision	Revision	Revision	Revision
<b>Term 5</b>	<b>Theory (Revisiting and revision)</b>	Hospitality and catering providers  Working in the hospitality and catering industry	Factors affecting the success of the industry	The operation of the back of house	Customer requirements in hospitality and catering	Health and safety in hospitality and catering provision.	Food Safety  The Environmental Health Officer (EHO)
	<b>NEA</b>						
	<b>Home learning</b>	Revision	Revision	Revision	Revision	Revision	Revision
<b>Term 6</b>	<b>Theory</b>						
	<b>Practical</b>						
	<b>Home learning</b>						





TERM 1





# Unit 2 (NEA) Introduction and Overview



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <ul style="list-style-type: none"> <li>- Food groups: Familiarize yourself with the different food groups (e.g., fruits, vegetables, grains, proteins, dairy) and their nutritional benefits.</li> <li>Basic kitchen equipment: Know the purpose and usage of common kitchen tools like knives, pots, pans, and appliances.</li> <li>Measurement units: Be comfortable with using measurement units such as cups, tablespoons, teaspoons, and grams.</li> <li>Basic cooking techniques: Have a general understanding of cooking methods like boiling, frying, baking, and grilling.</li> <li>Food safety: Be aware of basic food safety practices, including proper food handling, storage, and hygiene.</li> </ul>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>- be able to plan and show a range of skills to develop dishes of their choice</li> </ul>
	 <ul style="list-style-type: none"> <li>- This unit focuses on nutrition, menu planning, and culinary skills. Learners will apply knowledge from Unit 1 to topics like front-of-house operations, catering for specific needs, health and safety, food safety, and preventative control measures.</li> <li>- 2.1 The importance of nutrition 2.2 Menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills</li> </ul>	
	<p><b>HEART - Personal Development</b></p>	
 <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>		
<p><b>HAND skills</b></p>		
 <ul style="list-style-type: none"> <li>-Importance of nutrition: You'll be able to explain the role of nutrition for overall health and well-being.</li> <li>-Menu planning: You'll learn how to plan balanced and nutritious menus that meet specific dietary needs.</li> <li>-Culinary techniques: You'll acquire practical skills in preparing, cooking, and presenting a variety of dishes.</li> <li>-Evaluation: You'll be able to assess your own cooking skills and identify areas for improvement.</li> <li>-Food preparation: You'll learn essential knife skills, chopping, and other preparation techniques.</li> <li>-Cooking methods: You'll master various cooking techniques like grilling, baking, frying, and steaming.</li> <li>-Presentation: You'll develop skills in plating and garnishing food for an appealing presentation.</li> </ul>		






# Unit 2 (NEA)- Task 1a

## Unit content 2.1.1- The importance of nutrition



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>Macro-nutrients: • carbohydrate • fat • protein. Micro-nutrients: Vitamins: • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C. Minerals: • calcium • iron • sodium • potassium • magnesium as well as: • dietary fibre (NSP) • water.</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>- Explain the impact of cooking methods on the nutritional value of the chosen dishes.</p>
	 <ul style="list-style-type: none"> <li>- You must show an understanding of the importance of the following:</li> <li>- • macro nutrients</li> <li>- • micro nutrients.</li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>	
	<p><b>HAND skills</b></p>  <p><b>NEA skill</b> Analyse the assignment brief and recommend one dish for each customer. Assess how the dish meets the nutritional needs of the customer. [8 marks]</p> <p><b>Mark Scheme- top bracket</b></p> <ul style="list-style-type: none"> <li>• a highly effective analysis of the brief resulting in a fully considered recommendation of dishes</li> <li>• a detailed and effective assessment of how each dish meets the nutritional needs of the two types of customers</li> <li>• full consideration to the requirements of the task.</li> </ul>	






# Unit 2 (NEA)- Task 1b

## Unit content 2.1.2- The importance of nutrition



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>How some cooking methods can impact on nutritional value</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>You should demonstrate your knowledge of the factors that affected your choice of dishes. Answers may include:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets</li> <li>• time of day</li> <li>• clients/customers</li> <li>• equipment available</li> <li>• techniques of the chef</li> <li>• time available</li> <li>• environmental issues</li> <li>• time of year</li> <li>• organoleptic.</li> </ul>
	 <ul style="list-style-type: none"> <li>- Learners should know and understand how the following cooking methods impact on nutritional value: • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying</li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>	
	<p><b>HAND skills</b></p> <p><b>NEA skill</b> Explain the impact of cooking methods on the nutritional value of the chosen dishes. 4 marks</p>  <p><b>Mark Scheme- top bracket</b></p> <ul style="list-style-type: none"> <li>• a highly effective analysis of the brief resulting in a fully considered recommendation of dishes</li> <li>• a detailed and effective assessment of how each dish meets the nutritional needs of the two types of customers</li> <li>• full consideration to the requirements of the task.</li> </ul>	






# Unit 2 (NEA)- Task 2a

## Unit content 2.2.1- Menu planning



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>Have some prior knowledge of the factors that affect your choice of dishes. • cost • portion control • balanced diets • time of day • clients/customers • equipment available • techniques of the chef • time available</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>Plan for the production of your two dishes. [10 marks] You should show evidence of:</p> <ul style="list-style-type: none"> <li>• a commodity list with quantities</li> <li>• equipment list</li> <li>• health, safety and hygiene</li> <li>• contingencies</li> <li>• quality points • sequencing/dovetailing</li> <li>• timings</li> <li>• mise en place</li> <li>• cooking</li> <li>• cooling</li> <li>• hot holding</li> <li>• serving</li> <li>• storage.</li> </ul>
	 <ul style="list-style-type: none"> <li>- You should be aware of the following factors when planning menus:           <ul style="list-style-type: none"> <li>• cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers. Learners should know and understand the following factors when planning menus: • equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • time available – and type of provision. How to prepare, cook and present more than one dish at the same time. • environmental issues • time of year – seasonality of commodities. • organoleptic qualities.</li> </ul> </li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>	
	<p><b>HANDS - Skills</b></p>  <p><b>NEA skill</b> Discuss the factors which affected your choice of dishes.</p> <p><b>Mark Scheme- top bracket</b> The candidate has demonstrated excellent analysis and evaluation of the factors that affected their choice of dishes by: • discussing a wide range of factors • fully considering how each relevant factor affected their choice of dishes • clearly demonstrating the decision making process for the choice of each dish.</p>	






# Unit 2 (NEA)- Task 2b

## Unit content 2.2.2- Menu planning



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>Have some prior knowledge of how to produce a time-plan</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>Demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.</p>
	 <ul style="list-style-type: none"> <li>- You should know and understand the following: • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • quality points • sequencing/dove-tailing • timing • mise en place • cooking • cooling WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) 24 @ WJEC CBAC Ltd • hot holding • serving • storage.</li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>	
	<p><b>HAND - Skills</b></p>  <p><b>NEA skill</b> Plan for the production of your two dishes. [10 marks] You should show evidence of: • a commodity list with quantities • equipment list • health, safety and hygiene • contingencies • quality points • sequencing/dovetailing • timings • mise en place • cooking • cooling • hot holding • serving • storage.</p> <p><b>Mark Scheme- top bracket</b> An excellent response which demonstrates: • highly effective application of knowledge and understanding of production planning, resulting in a fully developed plan which: • is sequenced with accurate timings, and detailed instruction for mise en place, cooking, cooling, hot holding, serving and storage • is clearly presented in an easy to follow format • incorporates highly effective contingencies for all situations • provides a detailed and effective commodity list with quantities • detailed and effective consideration with regards to health, safety and hygiene, and quality points.</p>	



TERM 2








# WAVE 1 Preparation



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Some understanding of the topics that will be on Wave 1.</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>Identify knowledge gaps: Pinpoint weak areas, focus revision.</li> <li>Understand common mistakes: Identify patterns, address group issues.</li> <li>Develop exam strategies: Learn from errors, improve problem-solving.</li> <li>Boost confidence: Build self-awareness, set realistic goals.</li> <li>Provide valuable feedback: Offer personalized guidance, improve teaching methods.</li> </ul>
	 <ul style="list-style-type: none"> <li>Commercial vs. Non-commercial establishments</li> <li>Types of hospitality and catering establishments (e.g., hotels, restaurants, cafes, B&amp;Bs)</li> <li>Employment contracts (permanent vs. temporary) Dress code rules for hospitality staff</li> <li>Costs associated with opening a hospitality business (e.g., rent, equipment, supplies)</li> <li>Use of technology in hospitality (e.g., online booking, point-of-sale systems, social media)</li> <li>Meeting customer needs (e.g., catering to different dietary requirements, providing special services)</li> <li>Advertising and promotion strategies for hospitality businesses</li> <li>Front of house operations and job roles (e.g., receptionists, waiters)</li> <li>Safety training for hospitality staff</li> <li>Workflow processes in front of house operations</li> <li>Hazard Analysis and Critical Control Points (HACCP)</li> <li>Dealing with customer complaints</li> <li>Food safety practices and procedures</li> <li>Preventing cross-contamination</li> <li>Food allergies and allergens</li> <li>Nutritional value of food items</li> <li>Role of the Environmental Health Officer (EHO)</li> </ul>	
	<p><b>HEART - Personal Development</b></p>	
	 <ul style="list-style-type: none"> <li>GCSE exam practice develops resilience by exposing students to high-pressure situations and teaching them to manage stress, time, and uncertainty. This helps them build confidence and the ability to bounce back from setbacks, which are essential qualities for success in life.</li> </ul>	
<p><b>HA Skills</b></p>	 <ul style="list-style-type: none"> <li><b>Ability to answer a number of exam style questions using the knowledge above</b></li> </ul>	






# Unit 2 (NEA)- Task 3a

## Unit content 2.3.3- The skills and techniques of preparation, cooking and presentation of dishes



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>Have some prior knowledge hygiene and safety</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>Prepare the dishes, demonstrating a variety of basic, medium and complex preparation and knife techniques.</p>
	 <ul style="list-style-type: none"> <li>- Learners should know and understand how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.</li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>	
	<p><b>HAND - Skills</b></p>  <p><b>NEA skill</b> Demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.</p> <p><b>Mark Scheme- top bracket</b></p> <ul style="list-style-type: none"> <li>• highly effective application of knowledge and understanding of how to work safely, following:</li> <li>• correct food safety practices and procedures</li> <li>• correct hygiene practices and procedures</li> <li>• ability to use equipment and facilities safely at all times</li> <li>• highly effective consideration with regards to health, safety and hygiene, and quality points throughout the practical assessment.</li> </ul>	






# Unit 2 (NEA)- Task 3b and 3c

## Unit content 2.3.3-

The skills and techniques of preparation, cooking and presentation of dishes



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>Have some prior knowledge of how to produce basic, medium and some complex skills</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>Demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.</p>
	 <ul style="list-style-type: none"> <li>- You should know and understand that some dishes require the use of more complex, skills than other dishes.</li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>	
	<p><b>HAND - Skills</b></p>  <p><b>NEA skill</b>            Task 3 (b) Prepare the dishes, demonstrating a variety of basic, medium and complex preparation and knife techniques.            Task 3 (c) Cook the dishes, demonstrating a variety of basic, medium and complex cooking techniques.</p> <p><b>Mark Scheme- top bracket</b>            B- The candidate demonstrates excellent application of knowledge and understanding in the use of preparation and knife techniques. The candidate demonstrates a range of predominantly complex level preparation and knife techniques which are used effectively with speed and precision.            C- The candidate demonstrates an excellent application of knowledge and understanding of cooking. The candidate demonstrates a range of predominantly complex cooking techniques which are used effectively with speed and precision.</p>	






# Unit 2 (NEA)- Task 3d

## Unit content 2.3.2- The skills and techniques of preparation, cooking and presentation of dishes



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>Have some prior knowledge of how to present dishes effectively.</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>Candidates should provide a review of their planning, preparation and cooking, highlighting areas of success and of potential further development. Answers should refer to: • dish production and selection • organoleptic including qualities • improvements • presentation • health, safety and hygiene • food waste.</p>
	 <ul style="list-style-type: none"> <li>- Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:</li> <li>- Presentation techniques: • creativity • garnish and decoration • portion control • accompaniments.</li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>	
	<p><b>HAND - Skills</b></p>  <p><b>NEA skill</b> Task 3 (d) Present the dishes in a way that is appropriate for the brief. [2 x 4] [8 marks] Candidates should demonstrate techniques including: • creativity • garnish and decoration • portion control • accompaniments.</p> <p><b>Mark Scheme- top bracket</b> The candidate demonstrates a range of presentation techniques with precision. Presentation is fully appropriate for the establishment set out in the brief.</p>	



TERM 3








# Unit 2 (NEA)- Task 4a

## Unit content 2.4.1- Evaluating cooking skills



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>Have some prior knowledge of writing an evaluation and review</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>You should provide a review of your own performance. You should identify strengths and weaknesses and answers should refer to: • decision making • organisation • planning – including the advantages and disadvantages of chosen dishes and how they meet the specific needs of the customers identified in the brief • time management.</p>
	 <ul style="list-style-type: none"> <li>- Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development. Areas to consider: • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste</li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>	
	<p><b>HAND - Skills</b></p>  <p><b>NEA skill</b> Assess the production of the presented dishes. [12 marks] Candidates should provide a review of their planning, preparation and cooking, highlighting areas of success and of potential further development. Answers should refer to: • dish production and selection • organoleptic including qualities • improvements • presentation • health, safety and hygiene • food waste.</p> <p><b>Mark Scheme- top bracket</b> The candidate has demonstrated excellent analysis and evaluation in their assessment of the production of the presented dishes by: • providing a highly effective review of the production of the presented dishes • fully considering the planning, preparation and cooking • providing a highly effective analysis of dish selection and production • providing clear judgement regarding the organoleptic qualities of the dishes • fully considering health, safety, hygiene and food waste • presenting clear conclusions relating to improvements, areas of success and future development.</p>	






# Unit 2 (NEA)- Task 4b

## Unit content 2.4.2- Evaluating cooking skills



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.




Prior Knowledge	Current	Future
<p><b>Pupils should have:</b></p> <p>Have some prior knowledge of writing an evaluation and review</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <p>Be able to review and improve</p>
	 <ul style="list-style-type: none"> <li>- Learners should understand personal strengths and weaknesses relating to:               <ul style="list-style-type: none"> <li>• decision making</li> <li>• organisation</li> <li>• planning – including the advantages and disadvantages of chosen options and how they meet specific needs</li> <li>• time management.</li> </ul> </li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- Adaptability: You'll learn to adapt recipes and techniques to different ingredients and dietary requirements.</li> <li>- Creativity: You'll have opportunities to experiment with flavors and create your own dishes.</li> <li>- Time management: You'll learn to manage your time effectively in the kitchen.</li> <li>- Teamwork: If working in a group, you'll develop teamwork and communication skills.</li> </ul>	
	<p><b>HAND - Skills</b></p>  <p><b>NEA skill</b> Review your own performance. [12 marks] You should provide a review of your own performance. You should identify strengths and weaknesses and answers should refer to:           <ul style="list-style-type: none"> <li>• decision making</li> <li>• organisation</li> <li>• planning – including the advantages and disadvantages of chosen dishes and how they meet the specific needs of the customers identified in the brief</li> <li>• time management.</li> </ul> <b>Mark Scheme- top bracket</b> The candidate has demonstrated excellent analysis and evaluation in reviewing their own performance by:           <ul style="list-style-type: none"> <li>• producing a highly effective review of own performance of the production of the presented dishes</li> <li>• fully considering the identification of strengths and weaknesses</li> <li>• providing a clear judgement regarding decision making and the advantages and disadvantages of the chosen dishes and how they meet the specific needs of the customers identified in the brief</li> <li>• fully considering time management and organisation</li> <li>• presenting detailed and effective conclusions.</li> </ul> </p>	



# WAVE 2 Preparation



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Some understanding of the topics that will be on Wave 1.</p>	<p><b>HEAD - Knowledge</b></p>	<p><b>Pupils should go on to:</b></p> <ul style="list-style-type: none"> <li>Identify knowledge gaps: Pinpoint weak areas, focus revision.</li> <li>Understand common mistakes: Identify patterns, address group issues.</li> <li>Develop exam strategies: Learn from errors, improve problem-solving.</li> <li>Boost confidence: Build self-awareness, set realistic goals.</li> <li>Provide valuable feedback: Offer personalized guidance, improve teaching methods.</li> </ul>
	 <ul style="list-style-type: none"> <li>•Commercial vs. non-commercial provisions</li> <li>•Food service methods (e.g., silver service, buffet, takeaway)</li> <li>•Job roles (e.g., receptionist)</li> <li>•Job responsibilities</li> <li>•Personal attributes</li> <li>•Contracts (e.g., permanent)</li> <li>•Benefits</li> <li>•Dress code rules</li> <li>•Environmental sustainability</li> <li>•Customer needs (e.g., families, people with disabilities)</li> <li>•Menu planning (e.g., vegetarian, vegan)</li> <li>•Equipment (e.g., kitchen equipment)</li> <li>•Health and safety</li> <li>•Accident reporting</li> <li>•Risk assessment</li> <li>•HACCP (Hazard Analysis and Critical Control Points)</li> <li>•Food poisoning</li> <li>•Environmental Health Officer (EHO) responsibilities</li> <li>•Staff hygiene</li> </ul>	
	<p><b>HEART - Personal Development</b></p>  <ul style="list-style-type: none"> <li>- GCSE exam practice develops resilience by exposing students to high-pressure situations and teaching them to manage stress, time, and uncertainty. This helps them build confidence and the ability to bounce back from setbacks, which are essential qualities for success in life.</li> </ul>	
	<p><b>HAND - Skills</b></p>  <ul style="list-style-type: none"> <li>• <b>Ability to answer a number of exam style questions using the knowledge above</b></li> </ul>	