

Food Technology Year 11 Curriculum Overview



Year 11 Overview

The qualification is made up of 2 units

Unit 1: The Hospitality and Catering industry

Students will

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 1 enables students to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. This unit is assessed by a written exam and is worth 40% of the student's overall grade

Unit 2: Hospitality and catering in action

Students will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning.

Students will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review their work effectively. They will be given an exam brief from the exam board to use to create their work.

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	<p>This unit is assessed internally by the class teacher and forms 60% of the student's overall grade.</p>
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1 YEAR 11 PLAN

Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p>1-6 (Autumn 1)</p>	<p>Unit 2 2.1.1 Understanding the importance of nutrition</p>	<p>The focus for this half term will be preparing students to successfully complete the controlled assessment element of the course.</p> <p>Learners need to know & understand the functions of the following nutrients and have an awareness of the need for a balanced/varied diet:</p> <p><i>Macro-nutrients:</i></p> <ul style="list-style-type: none"> • carbohydrate • fat • protein. <p><i>Micro-nutrients:</i></p> <p>Vitamins:</p> <ul style="list-style-type: none"> • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C. <p>Minerals:</p> <ul style="list-style-type: none"> • calcium • iron • sodium • potassium • magnesium as well as: <ul style="list-style-type: none"> • dietary fibre (NSP) • water. <p>Learners will also apply their knowledge of nutrition to a variety of different life stages depending on the detail from the annual design brief. Two of the life styles below will be chosen as part of the controlled assessment.</p> <p>Different life-stages:</p> <ul style="list-style-type: none"> • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers. Special dietary needs for individuals who: <ul style="list-style-type: none"> • require different energy requirements based on lifestyle, occupation, age or activity level • require special diets • have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency 	<p>UNIT 2 – TASK 1 will be assessed as part of the controlled assessment.</p> <p>Peer & verbal generic feedback will be given.</p> <ul style="list-style-type: none"> • Learners will complete Task 1 of the controlled assessment and also start to plan how they will produce their meals.

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- have dietary requirements, such as religious beliefs
- are pescatarians, vegetarians, vegans

2.2.2 How to plan production

Learners will plan 2 dishes plus the accompaniments as part of their controlled assessment menu. The planning needs to include the following headlines to make sure that all aspects of menu planning is covered. They will also create a plan of how to cook their dishes using the time allocated by the exam board.

- commodity list with quantities
- contingencies
- equipment list
- health, safety and hygiene
- quality points
- sequencing/dove-tailing
- timing
- mise en place
- cooking
- cooling
- hot holding
- serving

2.1.2 How cooking methods can impact on nutritional value

Learners will look at the menu they have created and discuss the cooking methods used in each of their dishes. The discussion must include the methods listed below as a minimum.

- boiling
- frying
- grilling
- poaching
- roasting
- steaming
- baking
- stir-frying.

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<p style="text-align: center;">7-13 (Autumn 2)</p>	<p><u>Unit 2 to conclusion</u></p>	<p>Learners will complete Task 2-4 for their controlled assessment. This includes the following: <u>2.2.1 Factors affecting menu planning</u> Learners need to understand and include the following factors when planning menus into their controlled assessment.</p> <ul style="list-style-type: none"> • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers. <p>Learners also need to understand how different factors affect menu planning. This includes :</p> <ul style="list-style-type: none"> • 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 e.g. service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time. • environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? <p>Learners will then complete the practical element of their controlled assessment considering how to present the dishes according to the design brief.</p> <p>They will plan, prepare and cook 2 dishes plus any accompaniments.</p> <p>Following the practical learners need to review the dishes that they made and then evaluate their own performance</p> <p>The practical exam will take place during this period and the conclude the controlled assessment.</p>	<p>UNIT 2 – TASK 1 will be assessed as part of the controlled assessment.</p> <p>Peer & verbal generic feedback will be given.</p>
<p style="text-align: center;">14-18 (Spring 1)</p>	<p><u>Unit 1</u></p>	<p>Learners will now commence the exam element of the course</p> <p><u>Learners will gain knowledge and understanding of the following areas:</u></p>	<p>A mock exam will be given to test knowledge.</p>

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		<p>1.1.1 Hospitality and catering providers - This involves looking at commercial, non commercial, residential and non residential establishments.</p> <p>1.1.2 Working in the hospitality and catering industry -.This is looking at the personal attributes and hierarchy in the industry.</p> <p>1.1.3 Working conditions in the hospitality and catering industry - this is looking at contracts of employment, the benefits of having contracts and what are the differences</p> <p>1.1.4 Contributing factors to the success of hospitality and catering provision – This unit considers factors that can influence the success of a business.</p> <p>Learners will then move onto looking at the difference between the operation of the front and back of house</p>	Exam style questions and mock papers will also be used as forms of assessment during this unit
19-24 (Spring 2)	<u>Unit 1 prep</u>	<p>This half term learners will understand the issues around health & safety both at work and also food related. They will consider what causes food related illnesses, the signs and symptoms and what this could mean for a business.</p> <p>The EHO has a vital role in the hospitality & catering business and it essential that learners fully understand their roles.</p>	Exam questions will be used to assess the progress of the learners.
25-30 (Summer 1)	<u>Unit 1 prep</u>	<p>This half term will be dedicated to revision and revision techniques.</p> <p>Students will complete assessment questions every lesson to prepare them for the exam.</p>	