



Level 2 Food and Cookery

Course code: NCFE 603/7014/2

Aims:

- To demonstrate knowledge and understanding of functional and nutritional properties of food ingredients, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking, and serving food.
- To understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- To demonstrate effective and safe cooking skills by planning, preparing, and cooking using a variety of food commodities, cooking techniques and equipment.

Contents

Students will develop a greater understanding of nutrition, food provenance, food safety and the production of recipes for themselves and other key life stages or medical needs. Food preparation skills are integrated throughout the course and students will appreciate the science behind food and cooking.

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Term 1: Developing knowledge and understanding of nutrition and health including macronutrients, micronutrients, nutritional needs at different life stages and the links between nutrition and health. Term 2: Developing knowledge and understanding of recipe amendment for key life stages and medical needs. This includes food preparation, cooking skills and techniques. Followed by the development and evaluation of menus and action planning. Term 3: Developing knowledge and understanding of food choice and food provenance (environmental impact and sustainability of food; food processing and production). Food preparation skills will be taught and developed through a range of practical activities during Year 10.	During year 10, students will be assessed internally with regular feedback and termly assessments to prepare for year 11 assessments. This theoretical knowledge and application of, is assessed in the exam and both NEA tasks in year 11.
Year 11	Term 1: Non-exam assessment 1: Amendment of a recipe for a key target group Non-exam assessment 2: Preparing to cook and evaluate an amended recipe. Term 2: Non-exam assessment 3: Food preparation task 1 – Preparing, cooking and evaluating a two course meal. Non-exam assessment 4: Food preparation task 1 – Preparing, cooking and evaluating a dish suitable for someone with medical need. Term 3: Students will revise and apply knowledge and understanding from year 10 before their summer examination.	There will be four shorter non-exam assessment tasks. There will also be a written exam (paper 1).

Assessment

Seven weighted assessment objectives (AO) are covered by the programme of study. The exam and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.



AO1: Health and safety relating to food, nutrition and the cooking environment
AO2: Food legislation and food provenance
AO3: Food groups, key nutrients and a balanced diet
AO4: Factors affecting food choice
AO5: Food preparation, cooking skills and techniques
AO6: Recipe amendment, development and evaluation
AO7: Menu and action planning for completed dishes

The written exam assesses theoretical knowledge of taught as part of the Level 2 Food and Cookery course.

The second part of the assessment will be non-examination assessment and will consist of four tasks, involving practical work.

Paper 1 (40%): The examination consists of 80 marks and is a mixture of multiple-choice, short-answer and extended response questions. The written examination is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.

Non examined assessment (60%): The completion time for the NEA is 16 hours 30 minutes plus 2 hours preparation and research time. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5

Extended Learning:

Students completing Level 2 Food and Cookery will be expected to actively contribute to their own learning every week. This takes many different forms such as independently gathering research and continue to practice and refine their own work practical skills. Students may investigate reasons into food choice, consider nutritional analysis of foods or investigate food production methods.

Connection to the JTFS Approach

Whole School Theme	How does <i>Food and Cookery</i> support this?
STRIPE	Self-manager skills are used to plan and organise work in and out of school. Students will improve and refine their ideas showing resilience and reflection, whilst innovate and create skills are evident throughout practical tasks.
STEAM	Technology allows students to become creative thinkers, problem solvers and question critically. It links to other areas of study in Science and Maths.
Literacy	Students will develop technical vocabulary and analytical skills through their practical tasks and written work. For example, interpreting information and data in nutritional analysis.
Numeracy	Numeracy skills are core to many aspects of food preparation and nutrition. Students will use this skill in areas such as measuring and costing ingredients; proportioning ingredients; and analysing nutritional information.
SMSC, British Values and Citizenship	Our food preparation and nutrition students are respectful and reflective learners. Students develop a life skill and develop an understanding into traditions around the world and food choice.