GCSE Food Preparation and Nutrition

Course code: AQA 8585

Aims:

- To demonstrate knowledge and understanding of functional and nutritional properties, 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 and the working characteristics of food materials. 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 and health risks. Term 2: Developing knowledge and understanding of food science and food safety, food spoilage and contamination. 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 tests 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: Food investigation task (15%) Term 2: Non-exam assessment 2: Food preparation task (35%) Students will revise and apply knowledge and understanding from year 10.	There will be two non-exam assessment tasks. There will also be a written exam (paper 1).

Assessment

Four 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: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation (20%)

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation (30%)

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques (30%)

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others (20%)

Paper 1 (50%): The written exam assesses theoretical knowledge of food preparation and nutrition.

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

Task 1 (15%): Food investigation is a written report (1,500–2,000 words) including photographic evidence of the practical investigation. Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food.

Task 2 (35%): Food preparation assessment is a written portfolio including photographic evidence. Students' knowledge, skills and understanding are assessed in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Extended Learning:

Students completing Food Preparation and Nutrition 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 *Food Preparation and Nutrition* 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.