

# Key Stage 4 Long Term Planning Year 10 SYLLABUS: Eduqas GCSE Food Preparation and Nutrition

Curriculum Area: Art, Performance and Technologies

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	Fruit and Vegetables (including potatoes): Fresh, Frozen, Dried, Canned and Juiced	Milk, Cheese and Yoghurt	Cereals (including flours, breakfast cereals, bread and pasta)	Meat, Fish, Poultry, Eggs	Butter, Oils, Margarine, Sugar and Syrup	Soya, Tofu, Beans, Nuts and Seeds
Knowledge	Pupils will gain knowledge on the provenance of fruit and vegetables (where they are grown, links to climate etc.) They will also look at how they are grown and processed to be used within recipes. Pupils will be able to classify fruit and vegetables (leaves, stems, roots, tubers etc.) Pupils will recap on the healthy eating that they covered at Key Stage 3 and increase their knowledge about water- and fat-soluble vitamins. Pupils will look at dietary considerations (e.g., vegetarianism). They will also cover food science including oxidation and enzymic browning.	Pupils will gain knowledge on the provenance of milk and dairy products including the impact the cost has on dairy farmers and their livelihoods. They will also explore how dairy animals are reared and fed and how milk is produced into secondary products (milk to cream etc.) Pupils will also look at the nutrients of dairy foods including HBV's and LBV's. The healthy eating will also cover the effects of different diets and allergies (e.g., Lactose intolerance) Pupils will cover food science including looking at denaturation.	Pupils will gain knowledge on how cereals are grown and processed. During this unit, they will look at its nutritional values (including the sources, the functions and its deficiencies)	Pupils will gain knowledge in looking at the different locations of where meat comes from and how they are reared. Pupils will be given the chance to look at an animal of their choice and review how it is farmed/reared and slaughtered. Pupils will also look at the production of fish and poultry (including eggs) Pupils will explore the different classifications of meat linking it to cooking methods. Nutrition will also be looked at and how there are different nutrient requirements during the life stages. The food science that will be covered includes looking at how protein acts in food for example aeration and coagulation.	Pupils will gain knowledge in the difference between sugar can and sugar beet and where they are grown. Pupils will discover how butter is made and how crops are grown to make the different types of oil. The classifications of oil will be looked at, including its nutritional value. Pupils will consider dietary considerations and how some people may need to reduce their intake of certain foods (e.g., diabetics)	Pupils will gain knowledge in where soya is grown alongside nuts and seeds. Pupils will explore how soya beans are cultivated and how mycoprotein (Quorn) is processed
Skills	Depending on the practical set by the exam board, skills will include a mixture of the following: 1. Knife skills 2. Prepare fruits and vegetables 3. Prepare, combine and shape 4. Select and adjust cooking process	Depending on the practical set by the exam board, skills will include a mixture of the following: 1. Knife skills 2. Prepare fruits and vegetables 3. Select and adjust cooking process 4. Weigh and	Depending on the practical set by the exam board, skills will include a mixture of the following: 1. Prepare, combine and shape 2. Weigh and measure 3. Preparation of ingredients and	Depending on the practical set by the exam board, skills will include a mixture of the following: 1. Knife skills 2. Prepare fruits and vegetables 3. Prepare, combine and shape 4. Tenderise and	Depending on the practical set by the exam board, skills will include a mixture of the following: 1. Weigh and measure 2. Preparation of ingredients and equipment 3. Use of equipment	Depending on the practical set by the exam board, skills will include a mixture of the following: 1. Knife skills 2. Prepare fruits and vegetables 3. Prepare, combine and shape 4. Tenderise and Marinate



	measure	5. Preparation of	4. Use of	5. Select and adjust	methods using	cooking process
	6. Preparation of	ingredients	equipment	cooking process	the hob	6. Weigh and
	ingredients and	and equipment	5. Water based	<ol><li>Weigh and</li></ol>	<ol><li>Using the oven</li></ol>	measure
	equipment and	6. Use of	methods using	measure	6. Use of raising	7. Preparation of
	use of equipment	equipment	the hob	7. Preparation of	agents	ingredients and
	7. Using the oven	7. Dry heat and	6. Using the oven	ingredients and	7. Making a dough	equipment
	8. Making sauces	fat-based	7. Making sauces	equipment	8. Shaping a dough	8. Use of equipment
	9. Set a mixture	methods using	8. Use of raising	8. Use of	9. Test for	9. Water based
	(removal of heat;	the hob	agents	equipment	readiness	methods using the
	gelation	8. Using the grill	9. Making a	9. Water based		hob
	10. Making a dough	9. Using the oven	dough	methods using		10. Dry heat and fat-
	11. Shaping a dough	10. Making sauces	10. Shaping a	the hob		based methods
	12. Test for readiness	11. Set a mixture	dough	10. Dry heat and fat-		using the hob
	13. Judge and	(heating;	11. Test for	based methods		11. Using the grill
	manipulate	coagulation)	readiness	using the hob		12. Using the oven
		12. Making a	12. Judge and	11. Using the oven		13. Making sauces
	sensory	•	_	12. Test for		14. Set a mixture
	properties	dough	manipulate	readiness		
	(seasoning etc.)	13. Shaping a	sensory			(removal of heat;
		dough	properties	13. Judge and		gelation
		14. Test for	(seasoning	manipulate		15. Set a mixture
		readiness	etc.)	sensory		(heating;
		15. Judge and		properties		coagulation)
		manipulate		(seasoning etc.)		16. Use of raising
		sensory				agents
		properties				17. Making a dough
		(seasoning				18. Shaping a dough
		etc.)				19. Test for readiness
						20. Judge and
						manipulate
						sensory properties
						(seasoning etc.)
Assessment	End of unit test looking at all the	End of unit test looking at all	End of unit test looking at all the			
	the theory we have covered.	the theory we have covered.	the theory we have covered.	theory we have covered.	the theory we have covered.	theory we have covered. Including
	Including Exam questions	Including exam questions.	Including exam questions.	Including exam questions.	Including exam questions.	exam questions.
		NEA 1 Practise: an example				
	NEA 1 Practise: an example	could be explaining the	NEA 1 Practise: an	NEA 1 Practise: an example	NEA 1 Practise: an example	
	could be looking at	changes that take place when	example could include	can include making a	could include showing the	
	Oxidation and Enzymic	milk is heated.	investigating which flour is	meringue and explaining	shortening properties of fat	
	Browning		the best for making bread.	what has happened to the	when making shortcrust	
	_			egg white protein.	pastry. Which fat produces	
	Pupils will select their own				the best pastry?	
	dish to make and complete it					
	under teacher supervision.					
	They will look at					
	presentation and					
	organisation					
Homework	Homework will be set as per	Homework will be set as	Homework will be set as	Homework will be set as per	Homework will be set as	Homework will be set as per
TOTIC WORK	the homework timetable	per the homework	per the homework	the homework timetable	per the homework	the homework timetable and
	and will cover revision for	timetable and will cover	timetable and will cover	and will cover revision for	timetable and will cover	will cover revision for end of
	end of unit tests, to	revision for end of unit	revision for end of unit	end of unit tests, to	revision for end of unit	unit tests, to consolidate
						,
	consolidate knowledge or in	tests, to consolidate	tests, to consolidate	consolidate knowledge or in	tests, to consolidate	knowledge or in preparation
	preparation for a new	knowledge or in	knowledge or in	preparation for a new	knowledge or in	for a new topic/area to be



	topic/area to be covered.	preparation for a new	preparation for a new	topic/area to be covered.	preparation for a new	covered.
		topic/area to be covered.	topic/area to be covered.		topic/area to be covered.	
Cultural	Examples can include a trip	Examples can include a	Examples can include a	Examples can include a visit	Examples can include a visit	Examples can include a visit to
enrichment	to look at seasonal fruit and	visit to a working Dairy	visit to/from a baker	from/to a butcher and/or	to or from a confectioner	a vegetarian restaurant
including Trips,	vegetables and seeing what	Farm via Lancashire Farm	<b>,</b>	fishmonger		
Visits,	kind of dishes can be	education				
Experiences,	produced.					
Extra-curricular						
Numeracy				and Measuring:	·	
		Pupils will use the kitchen	scales to help them produce t	heir products and ensure that t	hey are accurately measured.	
				iming:		
	Again, pupils will need to b	e able to say when their prod			say if something has simmered f	or the correct length of time
			orga	anisation:		
Literacy	Class discussions take place	Key terms will be used as	Pupils will have to be able	Class discussions take place	Sentence starters and class	Moor Park symbols to be used
	throughout the half-term in	starters in order to	to follow a method	throughout the half-term in	discussions take place	and have been added onto
	which formal talk is	supporting understanding.	accurately in order to	which formal talk is	throughout the half-term in	PowerPoints, so pupils are
	encouraged and subject	Model answers will be	produce dishes of a high	encouraged and subject	which formal talk is	aware of what the focus of
	specific language is also used	provided.	standard in order to	specific language is also	encouraged and subject	the lesson is.
	to ensure that pupils are		confidently use higher	used to ensure that pupils	specific language is also	
	confident in using it in the	Pupils will have to be able	level skills	are confident in using it in	used to ensure that pupils	Pupils will have to answer
	right context to allow them	to follow a method		the right context to allow	are confident in using it in	exam-based questions in
	to then use it in their formal	accurately in order to	Pupils will take part in	them to then use it in their	the right context to allow	lessons in preparation for
	assignment.	produce dishes of a high	class discussions and	formal assignment.	them to then use it in their	their written exam in year 11.
	Duraile will have to an even	standard in order to	complete lessons		formal assignment.	Dunile will have to be able to
	Pupils will have to answer	confidently use higher	independently	Dunilo will be set to be at the		Pupils will have to be able to
	exam-based questions in	level skills	Dupilo will come come -	Pupils will have to be able	Pupils will take part in class	follow a method accurately in
	lessons in preparation for		Pupils will come across	to follow a method	discussions and complete	order to produce dishes of a
	their written exam in year	Pupils will take part in	new terms that they	accurately in order to	lessons independently	high standard in order to
	11.	class discussions and	haven't used at Key-Stage	produce dishes of a high	Dupilo will correct correct of	confidently use higher level
	Dupile will come percent and	complete lessons	3. Examples of this Coeliac	standard in order to	Pupils will come across new	skills
	Pupils will come across new	independently	Disease.	confidently use higher level	terms that they haven't	Dupile will take part in stars
	terms that they haven't used	Dupile will come percent		skills	used at Key-Stage 3. Examples of this includes	Pupils will take part in class discussions and complete
	at Key-Stage 3. Examples of	Pupils will come across		Dupile will take part in data		
	this includes oxidation, maillard reaction	new terms that they haven't used at Key-Stage		Pupils will take part in class discussions and complete	Rancidity.	lessons independently
						Pupils will come across new
		<ol><li>Examples of this includes emulsion.</li></ol>		lessons independently		terms that they haven't used
		includes enfuision.		Pupils will come across new		at Key-Stage 3. Examples of
				terms that they haven't		this includes Microprotein.
				used at Key-Stage 3.		ans menues microprotem.
				Examples of this		
				Deboning/Dejointing and		
				o. , o		
				denaturation.		

#### Moor Park HIGH SCHOOL • SIXTH FORM Excellence in All

# **MOOR PARK HIGH SCHOOL: CURRICULUM**

CEIAG						
	As this unit focuses on fruit	n/a	As this course focuses a	n/a	As this course is based on	n/a
	and vegetables, there will be		lot on nutrition and food-		presentation of food and its	
	a chance for pupils to		based allergies, here it will		nutrition careers will mainly	
	explore what farmers		give pupils the		focus on what a chef does	
	actually do and not just what		opportunity to discover		to ensure that food is	
	they think the do i.e., milk		what		presented in an	
	cows for selling in		nutritionists/dieticians do		aesthetically pleasing way	
	supermarkets etc. This will		and what the difference is		as well as ensuring that	
	hopefully extinguish the		between the two career		they meet the needs of	
	myth that farming is an easy		paths.		individuals (i.e., allergy	
	career choice to make.				sufferers, personal choice	
					and religious constraints)	
					and also keeping them	
					nutritious.	

#### Key Stage 4 Long Term Planning Year 11 SYLLABUS: Eduqas GCSE Food Preparation and Nutrition

Curriculum Area: Art, Performance and Technologies



Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	NEA 1 (Preparation): The topic will be chosen by Eduqas	NEA 1 (The write up) NEA 2 (Introduction) The theme will be chosen by Eduqas	NEA 2: The written part and practical assessment	NEA 2 completion (if needed and is not allowed to take more than 2 weeks) Revision for the external exam	Revision for the external exam
Knowledge	NEA 1: Pupils will use their knowledge of food science covered in year 10 to carry out research into the task provided. After their research, pupils will then come up with a hypothesis and carry out tests before gathering data which is then analysed and a conclusion drawn to see if their hypothesis is correct	NEA 1: Pupils will use their knowledge of food science covered in year 10 to carry out research into the task provided. After their research, pupils will then come up with a hypothesis and carry out tests before gathering data which is then analysed and a conclusion drawn to see if their hypothesis is correct NEA 2: Using their existing knowledge of different diets and food related preferences, pupils will research and plan a three- course menu.	NEA 2: Using their time plans and the skills that they have learnt in year 10, pupils will be expected to research their brief (determined by the exam board) and create/plan a three course menu that fits within the brief (the brief could include food from anotehr country, seasonal food, people with specific diets or an occasion) Their work will also be evaluated after its completion.	The first priority is to make sure that content that was not covered sufficiently in year 10 is completed before general revision is and exam technique is completed.	The exam is usually in June, so there will be time after May half-term for pupils to complete their revision.
Skills	NEA1: Skills will depend upon the form of task that is chosen for pupils.	NEA1: Skills will depend upon the form of task that is chosen for pupils. NEA 2: The skills pupils demonstrate will vary depending upon their ability and the dishes they have chosen as part of their three-courses. Examples of which will include cutting foods, using equipment safely and accurately and presenting food to a high standard.	NEA 2: The skills pupils demonstrate will vary depending upon their ability and the dishes they have chosen as part of their three-courses. Examples of which will include cutting foods, using equipment safely and accurately and presenting food to a high standard. Pupils will also need to make sure that they can complete the work in the time given and they will be able to achieve this via practicing their 'dovetailing' skills.	Pupils will practice their exam technique to allow them to be confident learners and attempt all questions on their exam paper. Question types will include 'state', 'Describe' 'Outline', 'Explain' and 'Discuss'	Pupils will practice their exam technique to allow them to be confident learners and attempt all questions on their exam paper. Question types will include 'state', 'Describe' 'Outline', 'Explain' and 'Discuss'
Assessment	NEA 1 is worth 15 <sup>th</sup> of the pupils' overall grade in the summer of year 11. The assessment will be completed during lesson time. <b>NEA 1 and 2 are marked internally</b> and then moderated.	<ul> <li>NEA 1 is worth 15<sup>th</sup> of the pupils' overall grade in the summer of year 11. The assessment will be completed during lesson time.</li> <li>NEA 2 is worth 35% if the pupils' overall grade in the summer of year 11. Twelve hours are recommended to complete this task, there is also a three-hour mandatory practical session. The number of lessons should total</li> </ul>	NEA 2 is worth 35% if the pupils' overall grade in the summer of year 11. Twelve hours are recommended to complete this task, there is also a three-hour mandatory practical session. The number of lessons should total between 16-18 to allow for absence and disruption. NEA 1 and 2 are marked internally and then moderated.	The written part of the assessment is worth 50% of the pupils' overall grade in the summer of year 11. The exam is 2 hours and consists of 6 questions, broken down into simple and extended answer questions.	The written part of the assessment is worth 50% of the pupils' overall grade in the summer of year 11. The exam is 2 hours and consists of 6 questions, broken down into simple and extended answer questions



		between 16-18 to allow for			
		absence and disruption.			
		NEA 1 and 2 are marked			
		internally and then moderated.			
		<u> </u>			
Homework	Please note that as this is part of their	Please note that as this is part of	Please note that as this is part of	Homework will be set as per the	Pupils will complete individual and
	formal assessment, pupils will not be	their formal assessment, pupils	their formal assessment, pupils	homework timetable and will cover	indepndent revision as per their
	able to complete this work at home as	will not be able to complete this	will not be able to complete this	revision for the external exam.	revision plan.
	per the JCQ guidelines. Pupils will be	work at home as per the JCQ	work at home as per the JCQ	Pupils will be given exam questions	
	able to complete some extra research	guidelines. Pupils will be able to	guidelines. Pupils will be able to	and will be asked to revise as per	
	if they choose to, but formal	complete some extra research if	complete some extra research if	their revision plan.	
	homework won't be given during this	they choose to, but formal	they choose to, but formal		
	time.	homework won't be given during	homework won't be given during		
		this time.	this time.		
Cultural enrichment					
including Trips, Visits,	This is not applicable a	s all work must be completed by the p	oupils in school without any external su	upport due to it contributing towards the	eir overall final grade.
Experiences, Extra-					
curricular					
Numeracy	Pupils will have to draw graphs and	Pupils will have to draw graphs	As part of their evaluation, pupils	Pupils may need to interpret data in	Pupils may need to interpret data in
Numeracy	sensory analysis charts and interpret	and sensory analysis charts and	will need to again complete	their exam paper for example, they	their exam paper for example, they
	their findings as part of their NEA 1.	interpret their findings as part of	sensory analysis charts and	may need to compare nutritional	may need to compare nutritional
	their multigs as part of their NEA 1.	their NEA 1.			
		their NEA 1.	interpret people's views of their	information of two different	information of two different
			dishes within their evaluation.	products or read graphs and analyse	
		FOR MEAN A DUDIE WILL DOVA TO		the second a This will be a feature	products or read graphs and analyse
		For NEA 2, pupils will have to		the results. This will vary from paper	the results. This will vary from paper
		practice their timings to ensure		the results. This will vary from paper to paper	
		practice their timings to ensure that they can complete their			the results. This will vary from paper
		practice their timings to ensure that they can complete their three dishes withing the allocated			the results. This will vary from paper
		practice their timings to ensure that they can complete their			the results. This will vary from paper
		practice their timings to ensure that they can complete their three dishes withing the allocated three hours.			the results. This will vary from paper
		practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will			the results. This will vary from paper
		practice their timings to ensure that they can complete their three dishes withing the allocated three hours.			the results. This will vary from paper
		practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will			the results. This will vary from paper
		practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and			the results. This will vary from paper
Literacy	Moor Park symbols to be used and	practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and measuring and timings to complete tasks on time.	Moor Park symbols to be used and		the results. This will vary from paper
Literacy	Moor Park symbols to be used and have been added onto PowerPoints,	practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and measuring and timings to	Moor Park symbols to be used and have been added onto	to paper	the results. This will vary from paper to paper
Literacy	have been added onto PowerPoints,	practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and measuring and timings to complete tasks on time. Moor Park symbols to be used and have been added onto	have been added onto	to paper Moor Park symbols to be used and have been added onto PowerPoints,	the results. This will vary from paper to paper Moor Park symbols to be used and have been added onto PowerPoints,
Literacy	have been added onto PowerPoints, so pupils are aware of what the focus	practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and measuring and timings to complete tasks on time. Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware	have been added onto PowerPoints, so pupils are aware	to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the	the results. This will vary from paper to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the
Literacy	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.	practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and measuring and timings to complete tasks on time. Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.	to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.	the results. This will vary from paper to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.
Literacy	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place	practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and measuring and timings to complete tasks on time. Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place	to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place	the results. This will vary from paper to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place
Literacy	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which	practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and measuring and timings to complete tasks on time. Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which	to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which	the results. This will vary from paper to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which
Literacy	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject	practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and measuring and timings to complete tasks on time. Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and	to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and	the results. This will vary from paper to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and
Literacy	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which	practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and measuring and timings to complete tasks on time. Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which	have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which	to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which	the results. This will vary from paper to paper Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which



	using it in the right context to allow	confident in using it in the right	confident in using it in the right	in using it in the right context to	in using it in the right context to
	them to then use it in their formal	context to allow them to then use	context to allow them to then use	allow them to then use it in their	allow them to then use it in their
	assignment.	it in their formal assignment.	it in their formal assignment.	exam	exam
	Pupils will be expected to annotate	Pupils will research the task and	Pupils will research the task and	Pupils will practice what the	Pupils will practice what the
	their brief to identify and define the	identify what is expected of them	identify what is expected of them	different question expectations are	different question expectations are
	key terms within it so that they are	and as part of their written	and as part of their written	for their written exam and will use	for their written exam and will use
	aware of what they need to do in	assignment, they must include	assignment, they must include	subject-specific vocabulary within	subject-specific vocabulary within
	order to complete the task	what they are going to in order to	what they are going to in order to	their answers to help them achieve	their answers to help them achieve
	successfully.	complete the practical element of	complete the practical element of	the higher grades.	the higher grades.
		their assignment.	their assignment.		
	Pupils will complete a formal written				
	assignment to support their science	Pupils will be expected to Dovetail			
	investigation.	their practical tasks and this will	Pupils will be expected to		
		involve pupils having to organise	'Dovetail' their dishes which		
	Pupils will talk with their peers to get	all their thoughts and actions to	means that they will have to learn		
	their thoughts and opinions on the	complete their practical.	how to arrange their multiple		
	sensory analaysis of the assignment		dishes in a way that allows them		
	so that they can include this in their	Pupils will talk with their peers to	to complete their three-courses		
	evaluation section of the assignment.	get their thoughts and opinions	within the timeframe. They will		
		on the sensory analaysis of the	achieve this through reading		
		assignment so that they can	through the methods and		
		include this in their evaluation	planning accordingly.		
		section of the assignment.			
			Pupils will talk with their peers to		
			get their thoughts and opinions on		
			the sensory analaysis of the		
			assignment so that they can		
			include this in their evaluation		
0514.0		1	section of the assignment.	/	,
CEIAG	Food Scientists will set hypotheses	n/a	As part of their NEA2, pupils will need to ensure that their dishes	n/a	n/a
	when they start looking at projects and how different foods work and				
			are presented to a high standard,		
	interact with each other, more specifically ingredients. They will then		so they will explore the reasons why chefs present food on a plate		
	based off these hypotheses use the		before it arrives on the table for		
	correct ingredient to ensure that they		the customer in a way that is		
	have got the best product possible.		aesthetically pleasing.		
	have got the best product possible.		aestrictically pleasing.		