



Year 11 AQA Food preparation  
and nutrition

### Non-Examination Assessment

In the final year of the assessment, the NEA will be produced:

- Task 1: The Food Investigation (15%) Time: Not to exceed 10 hours

## Food preparation skills

<b>Skill 1: General practical skills</b> <ul style="list-style-type: none"> <li>• Weighing and measuring</li> <li>• Lining flan tin</li> <li>• Chocolate ganache</li> <li>• Melting chocolate</li> <li>• Making chocolate leaves</li> <li>• Whipped cream</li> <li>• Separating an egg</li> </ul>	<b>Skill 2: Knife skills</b> <ul style="list-style-type: none"> <li>• Preparing fruit and vegetables</li> <li>• Jointing a chicken</li> <li>• Stuffed chicken breast</li> <li>• Filleting fish</li> <li>• Making fish cakes</li> </ul>	<b>Skill 3: Preparing fruit and vegetables</b> <ul style="list-style-type: none"> <li>• Knife skills</li> <li>• Fruit coulis</li> </ul>	<b>Skill 8: Sauce making</b> <ul style="list-style-type: none"> <li>• Hollandaise sauce</li> <li>• Tomato sauce</li> <li>• Béchamel sauce</li> </ul>	<b>Skill 10: Dough</b> <ul style="list-style-type: none"> <li>• Choux pastry</li> <li>• Shortcrust pastry</li> <li>• Pasta</li> </ul>	<b>Skill 11: Raising agents</b> <ul style="list-style-type: none"> <li>• Bread making</li> <li>• Lemon meringue pie</li> <li>• Meringue</li> <li>• Whisked sponge</li> </ul>	<b>Skill 12: Setting mixtures</b> <ul style="list-style-type: none"> <li>• Coagulation</li> </ul>
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<b>Heat transference</b> <ul style="list-style-type: none"> <li>• Conduction of heat</li> <li>• Convection currents</li> <li>• Radiation in a grill</li> <li>• Microwave heat transfer</li> </ul>	<b>Sauce making</b> <ul style="list-style-type: none"> <li>• Gelatinisation of starch</li> <li>• Reduction</li> <li>• Emulsification</li> </ul>	<b>Doughs</b> <ul style="list-style-type: none"> <li>• Gluten</li> <li>• Fat shortening gluten strands</li> <li>• Rolling and folding</li> </ul>	<b>Raising agents</b> <ul style="list-style-type: none"> <li>• Gas-in-liquid foams</li> <li>• Bicarbonate of soda</li> <li>• Baked mixtures</li> <li>• Steam as a raising agent</li> <li>• Yeast as a raising agent</li> </ul>	<b>Setting mixtures</b> <ul style="list-style-type: none"> <li>• Coagulation of protein</li> </ul>	<b>Food safety</b> <ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Mould</li> <li>• Yeast</li> </ul>	<b>Meat</b> <ul style="list-style-type: none"> <li>• Enzymic browning</li> <li>• Tenderising meat</li> </ul>
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GCSE Food Preparation and Nutrition Year 2 (Submission of NEA)

<b>TITLE OF UNIT: Year 11</b>		<b>NC Attainment:</b> Grades 1 to 9	<b>Level(s):</b> KS4
<b>Term:</b> Spring Term	<b>Duration:</b> 10		
<p><b>Aims / Objective:</b></p> <p>Assumed coverage Students will build upon and apply previous learning from KS3 and Year 10 to complete. Prior knowledge Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA).</p> <ul style="list-style-type: none"> <li>• Food Preparation Task – 20 hours</li> </ul>		<p><b>Literacy skills:</b></p> <p>Reading recipes, charts and tables.</p> <p><b>Keywords:</b></p> <p>Cullinary Tradition or dietary needs, trialed ideas, evaluation, justification, Final designs practical, evaluation, costing, nutritional analysis</p> <p><b>Resources:</b></p> <p>e book one-line access by every student, laminated recourses for vitamins,</p>	
		<p><b>Numeracy skills:</b></p> <p>Working out weights and measures for ingredients. Making them smaller.</p> <p>Rating test ranking test and star diagrams, costing, nutritional analysis</p>	
		<p><b>Use of ICT:</b></p> <p>Nutritional analysis, costing on excel, completing NEA on word,</p>	
		<p><b>Assessment(s):</b></p>	
		<p><b>Links with other curriculum areas</b></p>	

<ul style="list-style-type: none"> <li>• 3 hour practical exam in which they have to cook 3 dishes which fit a culinary tradition or dietary need.</li> <li>• At the end of term they will have completed their Food Preparation Task which 35% of the marks for the exam.</li> </ul>	<p>These issues underlie all design and manufacturing activities and will be specifically addressed in identifying needs, researching different areas, justifying choices and evaluating outcomes. All of these areas ensure that there is adequate scope for covering these aspects of the course.</p>
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### SPRING TERM

<p><b>Week 1 Lesson 1: Section B</b></p> <p>Objective:</p> <p>Trialled Ideas 2 practical</p>	<p><b>Activity:</b></p> <p>Students to cook second trialled idea</p>	<p><b>Homework</b></p>	<p><b>Resources:</b></p> <p>Trolleys, knives,</p> <p>Tea towels, dish clothes, oven gloves.</p> <p>Students laminated names</p> <p>Camera</p>
<p><b>Lesson 2: Lesson 2 Evaluation</b></p> <p><b>Objective:</b></p>	<p><b>Activity:</b></p> <p>Students to write up results of sensory testing, analysis and evaluation of dish</p>	<p><b>Homework:</b></p>	<p><b>Resources:</b></p> <p>There is a check list in the controlled assessment area for students to use.</p>

<p>To record results of sensory testing, analysis and evaluation of dish and its suitability.</p>	<p>and its suitability.</p>		
<p><b>Week 2: Lesson 1:</b></p> <p><b>Objectives:</b></p> <p>Trialled Ideas 3 practical</p>	<p><b>Activity:</b></p> <p>Students to cook 3<sup>rd</sup> trialled idea.</p>	<p><b>Homework:</b></p>	<p><b>Resources:</b></p> <p>Camera</p> <p>Trolley, scales, food rulers, trays, Knives, laminated labels.</p>
<p><b>Lesson 2: Evaluation.</b></p> <p><b>Objectives:</b></p> <p>To record results of sensory testing, analysis and evaluation of dish and its suitability.</p>	<p><b>Activity</b></p> <p>Students to write up results of sensory testing, analysis and evaluation of dish and its suitability.</p>	<p><b>Homework:</b></p>	<p><b>Resources</b></p> <p>Trolley, scales, food rulers, trays knives, laminated labels.</p>
<p><b>Week 3: Lesson 1:</b></p> <p>Spare lesson for students to cook if they have missed a lesson.</p> <p><b>Other Students:</b></p> <p><b>To learn about food labelling complete notes on this and</b></p>	<p><b>Activity:</b></p> <p>Students to cook any trialled ideas that they have missed due to absence.</p> <p><b>NON-Cooks – make notes on labelling</b></p>		<p><b>Resources</b></p> <p>Camera</p> <p>Trolley, scales, food rulers, trays knives, laminated labels.</p> <p>Worksheets on labelling from revision</p>

worksheets.	and complete worksheet on labelling.		guides.
<p><b>Lesson 2: Justification of Final Design Section C</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Select suitable final dishes to make for the three-hour making session.</li> <li>• Justify reasons for choice of final dishes and menu with reference to skills, ingredients, nutrition, cooking methods, costs, provenance, sensory properties, and portion size.</li> <li>•</li> </ul>	<p><b>Activity:</b></p> <p>Students to select and justify their dishes.</p>	<p><b>Homework:</b></p>	<p><b>Resources:</b></p> <p>There is a power point on controlled assessment resources with a check list for the students to use.</p>
<p><b>Week 4: Lesson 1 and 2</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Produce a three-hour time plan that includes food safety.</li> </ul>	<p><b>Teacher Activity.</b></p> <p>class discussion – what makes a good time plan?</p> <ul style="list-style-type: none"> <li>• show example time plans with reference to both Illuminate and Hodder textbooks and digital bundles</li> </ul> <p><b>Student activity:</b></p> <p>production and writing of a time plan for making final menu and dishes. • the time plan must include: • details of mise en place and any essential preparation before cooking • instructions detailing all</p>		

	<p>the stages of making in the correct order.          These could be colour coded for each dish</p> <ul style="list-style-type: none"> <li>• accurate timings for all stages</li> <li>• use of specialist equipment</li> <li>• food safety principles when storing, preparing, cooking and presenting the dishes (to include key times and temperatures).</li> </ul>		
<p><b>Week 5: Lesson 1</b></p> <p><b>Planning for their practical exam.</b></p>	<p><b>Planning for practical</b></p> <p>Pupil preparation before the task:</p> <p>ensure all recipes and time plans are preprepared and read thoroughly prior to assessment.</p> <p>pre-check all ingredients and equipment required for task</p> <p>consider the final presentation of each dish how to achieve a high level of finish and decoration.</p> <p>Think carefully about garnishes, accompaniments, finish, decorations, portion size, plating and serving equipment.</p> <p>consider how final dishes are going to be presented for photography</p>		



Lesson 2			
<p><b>Week 6: Lesson 1</b></p> <p>I have left this week free just in case there are awaydays for Geography etc, Get set days, inset days. If it is free you could do revision go through key words, practice papers.</p>			
Lesson 2			
<b>HALF TERM</b>			
<p><b>Week 7: PRACTICAL Exam Week</b></p> <p style="text-align: center;"><b>Section D</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Prepare, cook and serve three final dishes in one three-hour making session demonstrating some complexity and challenge.</li> </ul>	<p><b>Students divided into groups of no more than 7 and given a day to complete their practical exam</b></p> <ul style="list-style-type: none"> <li>➤ Pupil activity: making the final dishes.</li> <li>➤ Carry out sensory testing of the final dishes.</li> </ul> <p>carry out sensory analysis and evaluation (appearance, taste, texture and aroma) of the results set up testing panels using a variety of different sensory testing techniques including ranking, rating and</p>		

<ul style="list-style-type: none"> <li>• Execute a range of technical skills with confidence, precision and accuracy.</li> <li>• Select and use appropriate equipment accurately. Demonstrate a range of appropriate finishing techniques and presentation techniques. Demonstrate evidence of effective organisational skills and time management.</li> <li>• Produce all three dishes successfully within the three-hour period following the time plan. Correctly sequence all making activities with effective dovetailing of tasks.</li> <li>• Work independently demonstrating good personal hygiene application of food safety.</li> <li>• Garnish and decorate final dishes with suitable level of finish and decoration.</li> </ul>	<p>profiling tests. Sensory testing, analysis and evaluation of dishes</p> <p><b>Resources:</b></p> <p>Trolleys, sharp knives, camera, specialist equipment, tea towels, dish clothes, sanitizer, plates and serving dishes, tablecloth, laminated name cards.</p> <p><b>Exam day</b></p> <ul style="list-style-type: none"> <li>➤ Students to start – given 20 minutes to prepare and weigh out food.</li> <li>➤ Practical – 3 hours.</li> <li>➤ Time after this allocated for photos</li> <li>➤ Lunch</li> <li>➤ Students to come back after lunch to sensory test their dishes</li> </ul>		
<p><b>Week 8: Lesson 1 Section E</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the success of the dishes and identify improvements.</li> </ul>	<p><b>Activity:</b></p> <p>carry out sensory analysis and evaluation (appearance, taste, texture and aroma) of the results set up testing panels using a variety of different sensory testing techniques including ranking, rating and profiling tests. Sensory testing, analysis and evaluation of dishes</p>	<p><b>Homework:</b></p>	<p><b>Resources:</b></p> <p>Sensory testing charts including available on British nutrition foundation and are downloaded into controlled assessment resources.</p> <ul style="list-style-type: none"> <li>• preference tests</li> </ul>

			<ul style="list-style-type: none"> <li>• discriminatory tests • ranking tests</li> <li>• rating tests</li> <li>• profiling tests</li> </ul>
<b>Lesson 2: Nutritional analysis</b> <ul style="list-style-type: none"> <li>• Carry out nutritional analysis of final dish.</li> <li>• Compare nutritional profile of dish against Dietary Reference Values for target group.</li> </ul>	<b>Activity:</b> Students to carry out nutritional analysis of the three dishes using a nutritional program or food tables <ul style="list-style-type: none"> <li>• evaluate the nutritional profile of each dish commenting on how nutritionally balanced it is and what nutrients there are too little or too much of. Reference can be made to specific dietary guidelines such as the Eat Well Guide and a comparison can be made to the Dietary Reference Values (DRV's) of chosen target group • identify what improvements could be made to the nutritional profile of the dish</li> </ul>	<b>Homework:</b>	<b>Resources:</b> Nutritional Program online.
<b>Week 9: Lesson 1 Costing</b>	<b>Activity:</b> Students to cost analysis of final dishes working out the total cost for whole recipe and cost per portion. Evaluate the costs and value for money of the dishes		<b>Resources:</b> Excel costing sheet on controlled assessment area.

	<p>made.</p> <p>Identify what could be done to illuminate Costing analysis spreadsheet program or chart. Evaluation checklists. Computers or A4 or A3 templates to write up NEA portfolio. reduce costs or improve value for money of the dish</p>		<p>textbook – food preparation chapter, pp 305–324 Hodder textbook – food preparation chapter, pp 422–438</p>
<p><b>Lesson 2: Final Evaluation:</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Evaluate the success of the dishes and identify improvements.</li> </ul>	<p><b>Activity:</b></p> <p>Students to write a final evaluation of the food preparation task to identify any improvements to final menu and dishes.</p> <ul style="list-style-type: none"> <li>consider possible improvements based upon suitability for the task, sensory testing results, cost analysis, whether the nutritional profile met current dietary guidelines, ways to improve nutritional profile, technical skills and complexity of making techniques, the provenance, sustainability and sourcing of the foods/ingredients and the quality of food presentation skills including garnish and finish.</li> </ul>		<p><b>Resources:</b></p> <p>Evaluation checklist is available on controlled assessment resources area.</p>
<p><b><i>All Food Preparation Work to be completed and handed in by the end of this week.</i></b></p>			

<p><b>Finish the Course: Food Choice</b></p> <p><b>Week 10: Lesson 1</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Food choice linked to the following <b>religions</b> and cultures: Buddhism, Christianity, Hinduism, Islam, Judaism, Rastafarianism and Sikhism</li> <li>• Food choice linked to the following <b>ethical and moral beliefs</b>: animal welfare, fairtrade, local produce, organic, Genetically Modified (GM) foods</li> <li>• Food choice linked to <b>food intolerances</b> (gluten and lactose) and the following allergies: nuts, egg, milk, wheat, fish and shellfish.</li> </ul> <p><b>Other factors:</b></p> <ul style="list-style-type: none"> <li>➤ PAL, healthy eating</li> <li>➤ Lifestyle</li> <li>➤ Cost of food</li> <li>➤ Time of day eating habits.</li> <li>➤ Seasonality and availability of food</li> <li>➤ Enjoyment celebrations</li> </ul> <p><b>Key Words:</b></p> <p>Buddhism, Christianity, Hinduism, Islam, Judaism, Rastafarianism and Sikhism, moral and ethical beliefs.</p>	<p>3.5.1.2 Food choices</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Recap the first 3 factors listed</li> <li>➤ Alteration of recipes Student discussion</li> <li>➤ Mind map discussion of factors that affect food choice</li> <li>➤ Complete activities from Chapter 7 in textbook</li> </ul>	<p><b>Resources:</b></p> <p>Recipes</p> <p>Chapter 7 activities printed out.</p>
<p><b>Lesson 2</b></p>	<p>3.5.1.2 Food choices</p>	<p><b>Activity:</b></p> <p>Give out a food label</p>	<p><b>Resources:</b></p>

<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Recap food labelling.</li> <li>• How information about food available to the consumer, including labelling and marketing, influences food choice.</li> <li>• Look at how the media affects our food choice.</li> </ul> <p><b>Key Words:</b></p> <p>TV programs, social media, Instagram, Facebook, adverts,</p>		<p>for the recap on what is on a label by law what is not.</p> <p>List what makes up media.</p> <p>Go through how each of them affects our food choice.</p> <p>Answer question from 2020 paper on media.</p>	<p><b>Worksheets on labelling.</b></p>
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