



## KS4 Curriculum Map – Food Preparation and Nutrition:

<b>Topic</b>	<b>Substantive Knowledge</b>  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	<b>Disciplinary Knowledge (Skills)</b>  This is the action taken within a particular topic in order to gain substantive knowledge.	<b>Assessment Opportunities</b>  What assessments will be used to measure student progress?
The relationship between diet and health	<ul style="list-style-type: none"> <li>• A balanced diet.</li> <li>• The government’s guidelines for a healthy diet.</li> <li>• Major diet-related health issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• The importance of having a healthy diet.</li> <li>• How to use the major commodity groups to make a balanced food choice.</li> <li>• The application of the eight tips for healthy eating.</li> <li>• Diet-related diseases and conditions: obesity (weight loss and gain), cardiovascular, coronary heart disease (CHD), diabetes, diverticulitis, bone health (osteoporosis), dental health, anaemia and high blood pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing pupil’s knowledge through questioning.</li> <li>• Key words.</li> <li>• Practical lessons.</li> <li>• Evaluation of lessons.</li> <li>• Peer Assessment activities.</li> <li>• Mini tests.</li> </ul>
Nutritional and dietary needs of different groups of people	<ul style="list-style-type: none"> <li>• Dietary needs for different stages of life.</li> <li>• Food allergies and intolerances.</li> <li>• The dietary reference values (DRVs).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Balanced combinations of food, nutrients and correct portion sizes for babies, toddlers, pre-school children, school-aged children, adolescents, adults, older people, pregnant and lactating women.</li> <li>• Foods that may cause an allergic reaction.</li> <li>• Food intolerance: lactose and gluten (coeliacs).</li> <li>• Recommended daily amounts of macro and micronutrients and energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini tests taken from textbook.</li> <li>• Practical.</li> <li>• Evaluation.</li> <li>• Peer Assessment.</li> <li>• Verbal feedback.</li> <li>• Written feedback.</li> <li>• Independent learning.</li> <li>• Group work (teams).</li> </ul>

		<ul style="list-style-type: none"> <li>Plan recipes, meals and diets based on nutritional analysis.</li> </ul>	
Nutritional needs when selecting recipes for different groups of people	<ul style="list-style-type: none"> <li>Modifying recipes and meals.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding through theory and practical work the following:</li> <li>Altering or substituting ingredients, changing the method of cooking or process and changing the portion size.</li> </ul>	<ul style="list-style-type: none"> <li>Practical lessons.</li> <li>Evaluation of Practical.</li> <li>Self-Assessment.</li> <li>Peer- Assessment.</li> </ul>
Energy balance	<ul style="list-style-type: none"> <li>The relationship between food intake and physical activity.</li> <li>Energy values.</li> <li>Energy requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding through theory and practical work the following:</li> <li>Basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements.</li> <li>Recommended percentage of daily energy intake.</li> <li>Sources of energy: protein, fat, carbohydrate and alcohol.</li> <li>Units (kcal and kJ) for measuring energy</li> <li>Gender, life stage, pregnancy/lactation, size/body weight, genetics, occupation and lifestyle.</li> <li>Deficiency and excess.</li> </ul>	<ul style="list-style-type: none"> <li>Textbook activity.</li> <li>PowerPoint.</li> <li>Experimental tasks.</li> <li>Investigation work.</li> <li>Practical.</li> </ul>
Protein (Macronutrient)	<ul style="list-style-type: none"> <li>Types and functions.</li> <li>Sources.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding through theory and practical work the following:</li> <li>Types and structure: High biological value (HBV) and low biological value (LBV).</li> <li>Functions and deficiency.</li> <li>Animal and vegetable.</li> </ul>	<ul style="list-style-type: none"> <li>Testing.</li> <li>Theory work.</li> <li>Research and Investigation.</li> </ul>

<p>Fat (Macronutrient)</p>	<ul style="list-style-type: none"> <li>• Types and functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Types and structure: fats and oils (saturated, unsaturated and polyunsaturated)</li> <li>• Functions and deficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing.</li> <li>• Theory.</li> <li>• Research tasks.</li> </ul>
<p>Carbohydrate (Macronutrient)</p>	<ul style="list-style-type: none"> <li>• Sugar.</li> <li>• Functions and deficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• monosaccharides, disaccharides, starch: complex carbohydrates and fibre.</li> <li>• Sugar, starch and fibre.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical.</li> <li>• Theory.</li> <li>• Evaluation.</li> <li>• Reflection.</li> <li>• Questioning throughout.</li> </ul>
<p>Vitamins (Micronutrients)</p>	<ul style="list-style-type: none"> <li>• Vitamins.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Fat soluble vitamins: A (retinol and carotene), D, E, K.</li> <li>• Water soluble vitamins: B1 (thiamine), B2 (riboflavin), B3 (niacin), B9 (Folate/Folic acid), B12 (cobalamin), C (ascorbic acid).</li> <li>• Functions and deficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical.</li> <li>• Theory.</li> <li>• Written response.</li> <li>• Experimentation.</li> <li>• Evaluation.</li> </ul>
<p>Minerals (Micronutrients)</p>	<ul style="list-style-type: none"> <li>• Calcium, iron, sodium, fluoride, iodine, phosphorus.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Functions and deficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Theory.</li> <li>• Practical.</li> <li>• Testing.</li> <li>• Investigation.</li> </ul>
<p>Water</p>	<ul style="list-style-type: none"> <li>• Importance of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Functions and deficiency.</li> <li>• Recommended guidelines for daily intake of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation.</li> <li>• Experiment.</li> <li>• Evaluation.</li> </ul>

<p>Nutritional content of the main commodity groups</p>	<ul style="list-style-type: none"> <li>• Bread, rice, potatoes, pasta and other starchy foods.</li> <li>• Fruit and vegetables.</li> <li>• Milk and dairy foods.</li> <li>• Meat, fish, eggs, beans and other non-dairy sources of protein.</li> <li>• Foods and drinks high in fat and/or sugar.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Nutritional content of each commodity group.</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity.</li> <li>• Practical.</li> <li>• Evaluation.</li> </ul>
<p>FOOD PROVENANCE: Food source and supply</p>	<ul style="list-style-type: none"> <li>• Grown: cereals, sugars, fruits and vegetables.</li> <li>• Reared: meat and poultry.</li> <li>• Caught: fish.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Advantages and disadvantages of locally produced and seasonal foods.</li> <li>• Where and how they are grown: organic and non-organic farming.</li> <li>• Classification of fruits and vegetables.</li> <li>• Where and how they are reared: intensive farming methods, free-range.</li> <li>• products, rearing of the animals.</li> <li>• Classification of meat, poultry and game.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing.</li> <li>• Practical.</li> <li>• Demonstration.</li> <li>• Textbook.</li> <li>• Evaluation.</li> <li>• Theory work.</li> <li>• Reflection.</li> </ul>
<p>Food processing and production</p>	<ul style="list-style-type: none"> <li>• Primary stages of food processing.</li> <li>• Secondary stages of food processing.</li> <li>• Food processing and preserving.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• How wheat is milled and processed to produce flour.</li> <li>• Heat treatment of milk.</li> <li>• The processes that raw food undergoes to transform it into a food product.</li> <li>• How milk is processed to produce butter, cream, yoghurt and cheese.</li> <li>• How flour is used to produce bread and pasta</li> <li>• High temperatures: pasteurisation, sterilisation (ultra heat treated (UHT) and canning)</li> <li>• Cold temperatures: chilling, freezing, cook-freeze/blast chilling and accelerated</li> <li>• freeze-drying (AFD).</li> <li>• Drying and smoking.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation work.</li> <li>• Independent learning.</li> <li>• Experiment.</li> <li>• Practical.</li> <li>• Evaluation.</li> <li>• Peer Assessment.</li> </ul>

		<ul style="list-style-type: none"> <li>Using acids, salt and sugar.</li> <li>Controlled atmosphere packaging (CAP)/modified atmosphere packaging (MAP).</li> <li>Vacuum packing.</li> </ul>	
Food security	<ul style="list-style-type: none"> <li>food security on society, local and global markets and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding through theory and practical work the following:</li> <li>The availability of food, the access to food, the individual's ability to utilise food.</li> <li>Moral issues: how Fairtrade affects food producers and workers.</li> <li>Ethical issues: relating to the development of genetically modified (GM) food.</li> <li>Environmental issues: food waste.</li> <li>Carbon footprint and the transportation of materials and goods.</li> <li>Sustainability of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Theory work.</li> <li>Testing.</li> <li>Evaluation.</li> </ul>
Technological developments to support better health and food production	<ul style="list-style-type: none"> <li>Fortification.</li> <li>Use of additives.</li> <li>New and emerging foods.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding through theory and practical work the following:</li> <li>The advantages and disadvantages of fortification.</li> <li>Preservatives, colourings, flavourings and sweeteners, emulsifiers and stabilisers and thickeners, antioxidants.</li> <li>Probiotics and prebiotics.</li> </ul>	<ul style="list-style-type: none"> <li>Research tasks.</li> <li>Teamwork and collaboration.</li> <li>Theory work.</li> <li>Testing.</li> </ul>
Development of culinary traditions (learners must study British cuisine and a minimum of TWO international cuisines)	<ul style="list-style-type: none"> <li>Features and characteristics of individual cuisines.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding through theory and practical work the following:</li> <li>Recognise traditional ingredients.</li> <li>Understand religious or cultural factors affecting the cuisine.</li> <li>Understand traditional cooking methods, presentation and eating patterns.</li> <li>Recognise how the traditional recipes have been adapted to suit today's society.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of practical.</li> <li>Evaluation.</li> <li>Theory.</li> </ul>

<p>Factors influencing food choice</p>	<ul style="list-style-type: none"> <li>• Personal, social and economic factors, medical reasons.</li> <li>• Organic foods.</li> <li>• Ethical and moral beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Food choice can be affected by cost, enjoyment, preference, seasonality, availability, time of day, activity, celebration or occasion.</li> <li>• Consumer information, food labelling, marketing</li> <li>• Vegetarians (lacto-ovo, lacto, ovo and vegans), animal welfare, local produce, organic food.</li> </ul>	<ul style="list-style-type: none"> <li>• Theory.</li> <li>• Testing.</li> <li>• Questioning.</li> </ul>
<p>Food Science</p>	<ul style="list-style-type: none"> <li>• Why food is cooked.</li> <li>• How preparation and cooking methods/processing affect the nutritional value.</li> <li>• improve the sensory properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Making food safe to eat.</li> <li>• Making food more digestible/palatable.</li> <li>• Enrichment/loss, increase/reduce calorific value, vitamin losses.</li> <li>• Texture, flavour, appearance, aroma.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical.</li> <li>• Theory.</li> <li>• Evaluation.</li> </ul>
<p>Sensory properties</p>	<ul style="list-style-type: none"> <li>• The senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Changes that happen when food is cooked: texture, appearance, colour, taste, sound and aroma.</li> <li>• The importance of the senses of sight, taste, touch, smell and hearing and how they work when making food choices.</li> <li>• The five basic tastes recognised by receptors (sweetness, sourness, bitterness, saltiness and umami).</li> </ul>	<ul style="list-style-type: none"> <li>• Experimentation.</li> <li>• Practical.</li> <li>• Theory.</li> <li>• Evaluation.</li> <li>• Collaboration.</li> </ul>
<p>Food safety</p>	<ul style="list-style-type: none"> <li>• Bacterial Growth.</li> <li>• Mould growth and yeast production.</li> <li>• Preparing &amp; storing food.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• The role of time, temperature, moisture and food availability.</li> <li>• The role of time, temperature, moisture and food availability.</li> <li>• Types of micro-organisms and key points</li> <li>• High-risk foods, critical temperatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Theory.</li> <li>• Testing.</li> <li>• Questioning.</li> <li>• Researching.</li> </ul>

Knife skills	<ul style="list-style-type: none"> <li>• Knife skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Fruits and vegetables: bridge hold, claw grip, peel, slice, dice and cut into evenly sized pieces (i.e. batons, julienne).</li> <li>• Meat, fish or alternatives: fillet a chicken breast, portion a chicken, remove fat and rinds, fillet fish, slice raw and cooked meat and fish or alternatives (such as tofu and halloumi) evenly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical.</li> <li>• Demonstration.</li> <li>• CPD – JB.</li> </ul>
Preparation and techniques	<ul style="list-style-type: none"> <li>• Tenderise and marinate.</li> <li>• Flavour.</li> <li>• Handling high-risk foods correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Fruits and vegetables: mash, shred, scissor-snip, scoop, crush, grate, peel, segment, de-skin, deseed, blanch, shape, pipe.</li> <li>• blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning and spoilage.</li> <li>• Preventing food poisoning (wash and dry, where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• Theory.</li> <li>• Testing.</li> <li>• Questioning.</li> <li>• Researching.</li> <li>• Practical.</li> <li>• Demonstration.</li> </ul>
Cooking methods	<ul style="list-style-type: none"> <li>• Water-based methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Using the hob: steaming, boiling and simmering, blanching and poaching.</li> <li>• Dry heat and fat based methods using the hob: dry-frying, pan (shallow frying), stir-frying.</li> <li>• Using the grill: char, grill or toast.</li> <li>• Using the oven: baking, roasting, casseroles and/or tagines, braising.</li> </ul>	<ul style="list-style-type: none"> <li>• Theory.</li> <li>• Testing.</li> <li>• Questioning.</li> <li>• Researching.</li> <li>• Practical demonstration.</li> </ul>
MOCK EXAM 1	<ul style="list-style-type: none"> <li>• Exam opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Focused revision session. Provide learners with focused and supported revision that allows them to review their collated and developed revision materials, and to use these to prepare for a practice test.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete mock examination paper.</li> <li>• Analysis of results.</li> <li>• 1to1 as required.</li> </ul>

<p>Food Safety</p>	<ul style="list-style-type: none"> <li>• Micro-organisms.</li> <li>• Making yogurt and cheese.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Conditions and control for bacterial growth: The role of time, temperature, moisture and food availability.</li> <li>• Growth conditions and control for mould growth and yeast production: The role of time, temperature, moisture and food availability.</li> <li>• Signs of food spoilage: Natural decay, enzyme action and yeast production.</li> <li>• Helpful properties of microorganisms in food production: Types of micro-organisms and key points.</li> <li>• Use of preserved foods in recipes, e.g. millionaire's shortbread, chilli con carne, tofu and coconut milk curry, vegetable samosas, baklava</li> </ul>	<ul style="list-style-type: none"> <li>• Theory.</li> <li>• Testing.</li> <li>• Questioning.</li> <li>• Researching.</li> <li>• Practical demonstration.</li> </ul>
<p>Food Safety</p>	<ul style="list-style-type: none"> <li>• Bacterial growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Buying food: Labelling and date marks.</li> <li>• Visual checks.</li> <li>• Reputable supplier.</li> <li>• Storing food.</li> <li>• Types of storage and how to store foods correctly</li> <li>• Cooking and serving food.</li> <li>• High-risk foods, critical temperatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Making ice cream/ semi – freddo, sorbet, kulf.</li> </ul>
<p>Food security</p>	<ul style="list-style-type: none"> <li>• The availability of food.</li> <li>• Fairtrade.</li> <li>• (GM) food.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Features and characteristics of individual cuisines</li> <li>• Recognise traditional ingredients: Chosen Culture 2 Understand religious or cultural factors affecting the cuisine.</li> <li>• Understand traditional cooking methods, presentation and eating patterns.</li> <li>• Recognise how the traditional recipes have been adapted to suit today's society.</li> </ul>	<ul style="list-style-type: none"> <li>• Chocolate or coffee dish</li> <li>• Brownies, tiramisu.</li> </ul>

<p>Food security</p>	<ul style="list-style-type: none"> <li>• Food waste</li> <li>• Carbon footprint.</li> <li>• Sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding through theory and practical work the following:</li> <li>• Features and characteristics of individual cuisines Recognise traditional ingredients: Chosen Culture 2 Understand religious or cultural factors affecting the cuisine</li> <li>• Understand traditional cooking methods, presentation and eating patterns</li> <li>• Recognise how the traditional recipes have been adapted to suit today's society</li> <li>• Environment – food storage.</li> <li>• Food transport and waste.</li> <li>• Food poverty – UK and worldwide examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Dish using leftover food – re-chauffe cookery, bread, tomatoes or meat.</li> </ul>
<p>Scientific investigations</p>	<ul style="list-style-type: none"> <li>• Introduction /Plan (9 marks) Research.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the task and how am I planning to complete this?</li> </ul>	<ul style="list-style-type: none"> <li>• Work on NEA.</li> <li>• All work submitted on TEAMS.</li> <li>• Deadlines set for each section.</li> <li>• Feedback is generic to meet OFQUAL regulations.</li> </ul>
<p>Scientific investigations</p>	<ul style="list-style-type: none"> <li>• Learners will show: aim for the investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• choice of investigations with detailed explanations linking to the functional and chemical properties of the ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on NEA.</li> <li>• All work submitted on TEAMS.</li> <li>• Deadlines set for each section.</li> <li>• Feedback is generic to meet OFQUAL regulations.</li> </ul>
<p>Scientific investigations</p>	<ul style="list-style-type: none"> <li>• Investigation (21 marks).</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific investigation into all of the functional and chemical properties of a commodity/ ingredients for the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on NEA.</li> <li>• All work submitted on TEAMS.</li> <li>• Deadlines set for each section.</li> <li>• Feedback is generic to meet OFQUAL regulations.</li> </ul>

Scientific investigations	<ul style="list-style-type: none"> <li>Investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of task.</li> </ul>	<ul style="list-style-type: none"> <li>Work on NEA.</li> <li>All work submitted on TEAMS.</li> <li>Deadlines set for each section.</li> <li>Feedback is generic to meet OFQUAL regulations.</li> </ul>
Scientific investigations	<ul style="list-style-type: none"> <li>How did I complete the task?</li> </ul>	<ul style="list-style-type: none"> <li>Students will show: the method used for each investigation.</li> <li>the changes and adaptations made.</li> <li>logical sequence of working .</li> <li>completed records of observations and findings (this may include charts, graphs, photos and written descriptions).</li> </ul>	<ul style="list-style-type: none"> <li>Work on NEA.</li> <li>All work submitted on TEAMS.</li> <li>Deadlines set for each section.</li> <li>Feedback is generic to meet OFQUAL regulations.</li> </ul>
Scientific investigations	<ul style="list-style-type: none"> <li>Produce a comprehensive analysis with a wide range of opinions and viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of task.</li> </ul>	<ul style="list-style-type: none"> <li>Work on NEA.</li> <li>All work submitted on TEAMS.</li> <li>Deadlines set for each section.</li> <li>Feedback is generic to meet OFQUAL regulations.</li> </ul>
Task 2 based on theme from 1st November	<ul style="list-style-type: none"> <li>NEA '6 week' BLOCK.</li> </ul>	<ul style="list-style-type: none"> <li>W1 - Evaluation of observations and findings.</li> <li>W2 - Task 2 Preparation.</li> <li>W3 - Plan: Reasons for selection choice of dishes relating to the task.</li> <li>W4 - Identification of skills and techniques.</li> <li>W5 - Sensory/nutritional choice Costs.</li> <li>W6 - Food provenance and seasonality.</li> </ul>	<ul style="list-style-type: none"> <li>Work on NEA.</li> <li>All work submitted on TEAMS.</li> <li>Deadlines set for each section.</li> <li>Feedback is generic to meet OFQUAL regulations.</li> </ul>
Task 2 based on theme from 1st November	<ul style="list-style-type: none"> <li>NEA '6 week' BLOCK.</li> </ul>	<ul style="list-style-type: none"> <li>W1 - Time plan.</li> <li>W2 - Time plan.</li> <li>W3 - Practice skills Theory input.</li> <li>W4 - Practice skills Theory input.</li> <li>W5 - Practice skills Theory input.</li> <li>W6 - Practice skills Theory input.</li> </ul>	<ul style="list-style-type: none"> <li>Work on NEA.</li> <li>All work submitted on TEAMS.</li> <li>Deadlines set for each section.</li> <li>Feedback is generic to meet OFQUAL regulations.</li> </ul>

<p>Task 2 based on theme from 1st November</p>	<ul style="list-style-type: none"> <li>• NEA '6 week' BLOCK.</li> </ul>	<ul style="list-style-type: none"> <li>• W7 - Practice skills Theory input: Presentation and portion control.</li> <li>• W8 - Practice skills Theory input: Presentation and portion control</li> <li>• W3 - Plan: Reasons for selection choice of dishes relating to the task.</li> <li>• W9 &amp; 10 - Prepare, cook and present 3 dishes based on theme. Excellent and advanced application of a wide variety of skills, techniques and cooking methods, showing a high and very complex level of demand Excellent level of competency when using a wide range of tools and equipment Demonstrates excellent cooker management.</li> <li>• W11 - Analysis and evaluation: evidence of sensory testing.</li> <li>• W12- Justification of choice Improvements/modifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on NEA.</li> <li>• All work submitted on TEAMS.</li> <li>• Deadlines set for each section.</li> <li>• Feedback is generic to meet OFQUAL regulations.</li> </ul>
<p>Examination preparation</p>	<ul style="list-style-type: none"> <li>• Section A responses.</li> <li>• Section B responses.</li> </ul>	<ul style="list-style-type: none"> <li>• How to answer questions in depth.</li> <li>• Using the MARK scheme for past papers.</li> </ul>	<ul style="list-style-type: none"> <li>• Mock paper.</li> <li>• Example answers.</li> <li>• Previous test papers.</li> </ul>