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| | | | <p>LO3 understand the relationship between nutrients and the human body</p> | <p>AC3.1 Describe functions of nutrients in the human body describe functions of nutrients in the human body Functions • Growth and development • Production of energy • Regulate metabolism Learners should be able to describe the functions of each type of nutrient specified in</p> <p>AC3.3 Analyse nutritional needs of specific groups</p> <p>AC3.2 Explain characteristics of unsatisfactory nutritional intake AC3.4 Assess how different situations affect nutritional needs AC4.1 Evaluate fitness for purpose of diets AC4.2 Calculate nutritional requirements for given individuals</p> |
| | | | <p>LO4 be able to plan nutritional requirements</p> | |
| | | <p>Term 2 56</p> | <p>Unit 1 External exam Internal assessment</p> <p>LO5 be able to plan production of complex dishes</p> | <p>AC5.1 interpret recipes for complex menus Complex menus • Combination of hot and cold dishes • Using advanced techniques • Using technical terms • No processed foods Interpret • Skills and techniques required • Commodities required • Timings</p> <p>Students should have the opportunity to use recipes from a wide range of resources/sources both new and old e.g. recipe books, internet web sites, magazines.</p> |

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| | | | <p>LO6 be able to cook complex dishes</p> | <p>AC5.2 plan production of menus Plan • Sequencing • Timing • Preparation • Cooking • Presentation/finishing • Waste • Equipment • Tools • Methods • Presentation/finishing of final dishes • Contingencies • Health, safety and hygiene • Quality points • Storage • Service style</p> <p>AC6.1 use tools in preparation of commodities Tools • Knives • Utensils • Equipment • Electrical equipment Use • Preparing commodities • Using advanced techniques • Minimising waste Learners should develop skills in the use of tools and equipment as available within the centre. The focus should be on using tools with precision and speed.</p> <p>AC6.2 use advanced techniques in preparation of commodities Advanced techniques (preparation) • Turning • Shaping • Carving • Larding • Boning (meat) • Tenderising • Blending • Mincing • Enriching • Separating • Filleting (fish) • Moulding Learners should develop skills needed to use the advanced techniques listed. Learners should be familiar with the names of the techniques, the skills and methods involved and how to use techniques with speed and precision.</p> <p>AC6.3 assure quality of materials to be used in food preparation Quality Smell/Aroma Touch Sight Storage Packaging Materials • Equipment • Tools • Commodities</p> <p>AC6.4 use advanced techniques in cooking of commodities</p> <p>AC6.5 present cooked complex dishes using advanced presentation techniques</p> <p>AC6.6 use food safety practices</p> <p>AC6.7 monitor food production</p> |
| | | <p>Term 3 56</p> | <p>Unit 1 External assessment Internal assessment</p> | <p>Revision for unit 1 exam. May/June Practical assessment completed May</p> |

Year 13:

| Course | Year | Term | Big Ideas | Subject Learning Checklist |
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| <i>Food science and Nutrition</i> | 13 | Term 1 56 | <p align="center">Unit 2</p> <p>LO1 understand how microorganisms affect food safety</p> <p>LO2 understand how food can cause ill health</p> <p align="center">Unit 3</p> <p>LO1 understand the scientific properties of food</p> <p>LO2 be able to scientifically investigate changes to food</p> | <p>AC1.1 describe properties of microorganisms</p> <p>AC1.2 assess how changing conditions affect growth of microorganisms in different environments</p> <p>AC1.3 explain how microorganisms affect food quality</p> <p>AC1.4 assess how preservation methods prevent the growth of AC2.3 record outcomes of investigative workmicro-organisms</p> <p>AC2.1 explain the physiology of food intolerances</p> <p>AC2.2 explain the physiological basis of food allergies</p> <p>AC2.3 explain the physiological basis of food poisoning</p> <p>AC2.4 describe the symptoms of food induced ill health</p> <p>AC1.1 explain how food properties can be changed</p> <p>AC1.2 explain variables that affect physical properties of food</p> <p>AC2.1 set success criteria for scientific investigation</p> <p>AC2.2 obtain outcomes from scientific investigations</p> |
| | | Term 2 56 | <p align="center">Unit 2</p> <p>LO3 understand how food safety is managed in different situations</p> | <p>AC3.1 describe food safety hazards in different environments</p> <p>AC3.2 assess risk to food safety in different environments</p> <p>AC3.3 explain control measures used to minimise food safety risks</p> <p>AC3.4 justify proposals for control measures in different environments</p> <p>AC2.4 process data</p> <p>AC2.5 review suitability of investigative methods</p> |

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| | | | <p>Unit 3</p> <p>LO2 be able to scientifically investigate changes to food</p> <p>LO3 be able to solve food production problems</p> <p>LO1 Understand the scientific properties of food</p> <p>LO2 Be able to scientifically investigate changes to food</p> <p>LO3 Be able to solve food production problems</p> | <p>AC3.1 analyse food production situations</p> <p>AC3.2 propose practical options to solve food production problems</p> <p>AC3.3 scientifically justify proposed options</p> <p>AC1.1 Explain how food properties can be changed</p> <p>AC1.2 Explain variables that affect physical properties of food</p> <p>AC2.1 Set success criteria for scientific investigations</p> <p>AC2.2 Obtain outcomes from scientific investigations</p> <p>AC2.3 Record outcomes of investigative work</p> <p>AC2.4 Process data</p> <p>AC2.5 Review suitability of investigative methods</p> <p>AC3.1 Analyse food production situations</p> <p>AC3.2 Propose practical options to solve food production problems</p> <p>AC3.3 Scientifically justify proposed options</p> |
| | | Term 3 | <i>Unit 2</i> | A controlled external assessment is completed |
| | | 18 | <i>Unit 3</i> | A controlled internal assessment is completed |