

Subject	Year	Specialism
Eduqas Food preparation and Nutrition	11	Food
Project		
Exam revision – preparation for summer exam		
Content (Intent)		
<p>Prior Learning: Year 10 food preparation and nutrition – main subject content – NEA 1 and 2 completed</p>		
<p>Future Learning: GCSE examination</p>		
How will knowledge and skills be taught (Implementation) - During this term – REVISION full term – April to study leave – date TBC		
<p>1. Food commodities</p> <ul style="list-style-type: none"> · bread, cereals, flour, oats, rice, potatoes, pasta · fruit and vegetables (fresh, frozen, dried, canned and juiced) · milk, cheese and yoghurt · meat, fish, poultry, eggs · soya, tofu, beans, nuts, seeds · butter, oils, margarine, sugar and syrup · the value of the commodity within in the diet · features and characteristics of each commodity with reference to their correct storage to avoid food contamination · the working characteristics of each commodity · the origins of each commodity <p>2. Principles of nutrition - Macronutrients and Micronutrients</p> <p>Learners must know and understand:</p> <ul style="list-style-type: none"> · the definition of macronutrients and micronutrients in relation to human nutrition · the role of macronutrients and micronutrients in human nutrition <p>know and understand the dietary value of:</p> <ol style="list-style-type: none"> water dietary fibre (NSP) 	<p>3. Diet and good health</p> <p>Energy requirements of individuals</p> <ul style="list-style-type: none"> · the recommended daily intake (RDI) and the percentage energy values of protein, fat and carbohydrates: monosaccharides (sugars) polysaccharides (starch) and non-soluble polysaccharides (dietary fibre) vitamins and minerals, for: <ol style="list-style-type: none"> a range of life-stages: toddlers, teenagers, early, middle and late adulthood individuals with specific dietary needs or nutritional deficiencies to include coeliac disease; diabetes (type 2 diabetes only to be considered), dental caries; iron deficiency anaemia; obesity; cardiovascular disease (CVD); calcium deficiencies to include bone health; nut or lactose (dairy) intolerances individuals with specific lifestyle needs to include vegetarians; lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish 	<p>3. Diet and good health – continued</p> <p>how nutrients work together in the body, e.g. complementary actions</p> <ul style="list-style-type: none"> · basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements <p>Learners must have a sound awareness of other common dietary issues including coronary heart disease (CHD), cholesterol and liver disease.</p> <p>Calculate energy and nutritional values of recipes, meals and diets</p> <ul style="list-style-type: none"> · use nutritional information/data to determine why, when and how to make changes to: <ol style="list-style-type: none"> a recipe, e.g. increase dietary fibre (NSP) content a menu, e.g. reduce saturated fat content a diet, e.g. to increase energy intake prior to a sporting activity or to meet the new recommendations for free sugars <ul style="list-style-type: none"> · show how an understanding of energy balance can be used to maintain a healthy body weight throughout life
<p>4. The science of food -The effect of cooking on food</p> <ul style="list-style-type: none"> · why food is cooked, to include, digestion, taste, texture, appearance and to avoid food contamination · how heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes rely on more than one method of heat transference · how selection of appropriate cooking methods can: <ol style="list-style-type: none"> conserve or modify nutritive value, e.g. steaming of green vegetables improve palatability e.g. physical denaturation of protein the positive use of micro-organisms such as bacteria in dairy products: cheese, yoghurt; meat products: salami, chorizo and fermentation of sugar in drinks <ul style="list-style-type: none"> · the working characteristics, functional and chemical properties of ingredients to achieve a particular result: <ol style="list-style-type: none"> carbohydrates – gelatinisation, dextrinization fats/oils – shortening, aeration, plasticity and emulsification protein – coagulation, foam formation, gluten formation, denaturation (physical, heat and acid) fruit/vegetables – enzymic browning, oxidation <ul style="list-style-type: none"> · reasons why particular results may not always be achieved, e.g. a sponge cake sinks, a sauce goes lumpy · how to remedy situations when desired results may not be achieved in the first instance <p>Food spoilage</p> <p>knowledge and understanding of sound microbiological food safety principles when buying, storing, preparing and cooking food. To include:</p> <ul style="list-style-type: none"> · how to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods · the importance of date-marks, labelling of food products to identify storage and preparation · the growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production · the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria · the role of temperature, pH, moisture and time in the control of bacteria · the types of bacterial cross-contamination and their prevention · preservation/keeping foods for longer, e.g. jam making, pickling, freezing, bottling, vacuum packing <p>The signs, symptoms, risks and consequences of inadequate/unacceptable food hygiene practices. To include:</p> <ul style="list-style-type: none"> · signs, symptoms of food poisoning to include poisoning caused by salmonella, campylobacter, e-coli, staphylococcus <p>Should understand the consequences of mishandling of food on: food wastage; including the effect on the environment and the financial implications of waste</p>	<p>5 Where food comes from – Food Provenance – Food manufacturing</p> <ul style="list-style-type: none"> · food origins to include where and how foods are grown, reared, or caught · food miles, impact on the carbon footprint, buying foods locally · impact of packaging on the environment versus the value of packaging · sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty · food security: access to safe sufficient food for all (World Health) <p>Culinary traditions in British and international cuisine. from at least two international countries To include:</p> <ul style="list-style-type: none"> · the distinctive features, characteristics and eating patterns of different cuisines. · traditional and modern variations of recipes to include variations of recipes to include changing use of food commodities, changes to nutritional guidelines, and use of modern cooking methods and or equipment · meal structures: presentation of menus within different cultures · primary stages of processing and production to include point of origin, the transporting, cleaning and sorting of the raw food e.g. bags of fruit. · secondary stages of processing and production to include how primary products are changed into other types of products, e.g. wheat to bread; milk to cheese and yoghurt; fruit to jams, jellies and juices. · how processing affects the sensory and nutritional properties of ingredients e.g. cured meat products · technological developments that claim to support better health and food production including fortification and modified foods · the positive and negative effects of food modification on health and food production e.g. flavour intensifiers, stabilisers, preservatives, colourings, emulsifiers · the ability of additives to produce the desired effect 	<p>6. Cooking and food preparation</p> <p>Factors affecting food choice</p> <ul style="list-style-type: none"> · how sensory perception guides the choices that people make, how taste receptors and olfactory systems work · the sensory qualities of a range of foods and combinations and how to set up tasting panels for preference testing · the range of factors that influence food choices, including, enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and culture · the choices that people make about certain foods according to religion, culture, ethical belief, medical reasons or personal choices · how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs · how information about food is available to the consumer, including food labelling and marketing and how this influences food choice <p>Developing recipes and meals</p> <ul style="list-style-type: none"> · consider the influence of lifestyle and consumer choice when adapting or developing meals and recipes, to include: <ol style="list-style-type: none"> adaptations to recipes to address current dietary advice adaptations due to lifestyle patterns e.g. working parents needing dishes that are quick to prepare and cook <ul style="list-style-type: none"> · consider nutritional needs and food choices e.g. vegetarian alternatives · develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes cooking methods, and portion sizes, e.g. low calorie diets · make decisions about which techniques are appropriate in order to achieve their intended outcome, e.g. steaming instead of boiling
<p>Assessment -Pupils work will be assessed in a variety of ways Teacher assessment –Written and verbal feedback will be given Homework will be assessed in line with dept policy. Exam questions will be used frequently, marked and graded in line with assessment criteria</p>		
<p>How can parents help at home?</p>		
<p>It would be good if you could look at the vast resources on our Food and Nutrition VLE pages – especially on the Revision t tab – where you will finds lots of information and guidance. In addition pupils have two revision books and also a revision baok of helpful information, papers, marks schemes and revision materials to guide them through this time</p>		
Helpful further reading/discussion (including Reading and Vocabulary Lists)		
<p>Reading</p> <p>https://balcarras.fireflycloud.net/dandt-food-and-nutrition/gcse-food-preparation-and-nutrition</p> <p>https://www.foodafactoflife.org.uk/Revision books</p> <p>EDUQAS WEBSITE</p>	<p>Vocabulary</p> <p>Key subject specific vocabulary as outlined above</p> <p>Key exam terminology – command words</p> <p>- Analyse – apply – argue – assess – calculate – consider – comment – compare – complete – deduce – define – describe – develop – discuss – estimate – evaluate – examine – explain – identify – justify – outline – state - suggest</p>	<p>Careers Links</p> <p>Find out about all aspects of food careers</p> <p>https://tastycareers.org.uk</p> <p>https://www.foodafactoflife.org.uk/whole-school/careers-in-food/</p>