



CURRICULUM PLANS

FOOD PREPARATION AND NUTRITION YEAR 7 (8-WEEK ROTATION)



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Food - FPN lesson in Year 7 and Year 8 will follow the NC and give a variety of learning opportunities across both years based on NC guidelines.</p> <p>Big question for scheme:</p> <p>What are the skills, cooking methods and techniques, and hygiene and safety measures I need to know in order to be successful in Food Preparation and Nutrition?</p> <p>Knowledge, skills and understanding:</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>During KS3 pupils should be taught to:</p> <ul style="list-style-type: none"> To enable learners to understand and apply the principles of nutrition and health. To enable learners to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. To enable learners to become competent in a range of cooking techniques [for example, selecting and preparing ingredients. To enable learners to become competent in a range of cooking techniques for example, selecting and preparing ingredients. To enable learners to use a variety of utensils and electrical equipment. To enable learners to apply heat in different ways. To enable learners to use their awareness of taste, texture and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes. To enable learners to understand the source, seasonality and characteristics of a broad range of ingredients. <p>Learners will be given the opportunity to study and refine the basic key skills, knowledge and understanding of the core principles of food and nutrition during their 8-week carousel.</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> Week 1 - Personal and kitchen hygiene; washing up and safety in a food preparation area. Week 2 - Basic sharp knife skills and small kitchen utensils. Weeks 4-8 - Heat transference and the safe use of cookers including conduction, convection and radiation. <p>Practical sessions:</p> <ul style="list-style-type: none"> Week 3 Apple crumble - sharp knife skills and rubbing in method. Week 4 - Spring rolls - frying, seasoning and the shaping of pastry. Week 5 Fajitas - Flavour combinations and use of hob-conduction. Week 6 Sausage rolls - shortcrust pastry and the rolling and shaping of pastry dough - Use of oven - conduction and convection. Week 7 Melting moments - the creaming method to include plasticization of fats - Use of oven convection. 						<p>COOKING INGREDIENTS Pupils can cook a variety of predominantly savoury dishes so that they are able to feed themselves and others a varied diet.</p> <p>COOKING TECHNIQUES AND METHODS Pupils are becoming competent in a range of cooking techniques and methods.</p> <p>INGREDIENT PREPARATION Pupils can prepare different ingredients in order to cook a variety of sweet and savoury dishes.</p> <p>USE OF EQUIPMENT Pupils can use a variety of utensils and electrical equipment.</p> <p>HEAT TRANSFERENCE METHODS Pupils can apply heat in different ways.</p>



CURRICULUM PLANS

FOOD PREPARATION AND NUTRITION YEAR 8 (7-WEEK ROTATION)



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Food - FPN lesson in Year 7 and Year 8 will follow the NC and give a variety of learning opportunities across both years based on NC guidelines.</p> <p>Big question for scheme:</p> <p>What is the Eatwell Guide and how does it apply to the choices I make when selecting healthy dishes? How do the senses affect food choices? How do different scientific principles affect food during the manufacturing processes of different dishes?</p> <p>Knowledge, skills and understanding:</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>FPN lesson in Year 7 and Year 8 will follow the NC and give the following opportunities across both years:</p> <ul style="list-style-type: none"> To enable learners to understand and apply the principles of nutrition and health. To enable learners to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. To enable learners to become competent in a range of cooking techniques [for example, selecting and preparing ingredients. To enable learners to become competent in a range of cooking techniques for example, selecting and preparing ingredients. To enable learners to use a variety of utensils and electrical equipment. To enable learners to apply heat in different ways. To enable learners to use their awareness of taste, texture and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes. To enable learners to understand the source, seasonality and characteristics of a broad range of ingredients. <p>FPN lesson in Year 7 and Year 8 will follow the NC and give a variety of learning opportunities across both years based on NC guidelines.</p> <p>Food Year 8</p> <p>Learners will be given the opportunity to study and refine a wider variety of practical skills focussing on food science and the technical skills required for GCSE level more. They will continue to understand of the core principles of food and nutrition during their 8-week carousel and will focus more on the Eatwell guide and the nutritional principles we should follow; sensory analysis of foods and how our senses determine the organoleptic qualities of foods. Learners will cook a variety of predominantly savoury meals from a variety of multicultural backgrounds and will increase their practical experiences and use of different equipment. Learners will be introduced to the food science elements of different dishes, so they better understand why things happen in recipes and the scientific causes of them during their 7-week carousel.</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> Week 1 - The Eatwell guide and the functions of micro and macronutrients. Week 1 - Sensory analysis and the organoleptic qualities of food whilst conducting a food product disassembly. <p>Practical sessions:</p> <ul style="list-style-type: none"> Week 2 - Italian foods - Stromboli - shaping of a bread dough and the food science of gluten in bread products. Week 3 - Pasta salad - flavour combinations and the science of boiling and conduction and convection through a liquid. Week 4 - Bolognaise - seasoning of foods and food sources and the science of simmering vs boiling - conduction and direct heat sources. Week 5 - Calzone Week 6 - Protein based curry - food science marinating and tenderising and alternative protein sources focussing on food sources and environmental impact. Week 7 - Ginger biscuits - flavours, syrup use and the melting method; shaping of a biscuit dough - food science raising agents and indirect heat and convection in the oven. 						<p>NUTRITION</p> <p>Pupils understand and apply the principles of the Eatwell guide to their cooking.</p> <p>COOKING INGREDIENTS</p> <p>Pupils can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>SENSORY ANALYSIS</p> <p>Pupils demonstrate awareness of taste, texture and smell.</p> <p>SEASONING</p> <p>Pupils can demonstrate the ability to season dishes and combine a variety of ingredients.</p> <p>UNDERSTANDING INGREDIENTS</p> <p>Pupils can understand the sources, seasonality and characteristics of a broad range on ingredients.</p>



CURRICULUM PLANS

FOOD PREPARATION AND NUTRITION YEAR 9



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
<p>Big question for the scheme: How do different food cultures and cuisines meet the needs of consumers in the UK from both a multicultural and nutritional needs / suitability perspective?</p> <p>Knowledge, skills and understanding: To enable learners to become familiar with a wide variety of food cultures from around the world. To enable learners to improve, refine and master a wide variety of cooking skills and techniques in order to manufacture a range of sweet and savoury dishes. To allow learners to understand what different ingredients provide their bodies with and how this can fit into a pattern of healthier eating and allow them to follow currently dietary guidelines. To enable to learners to evaluate food in terms of its organoleptic qualities. To enable learners to be able to determine if a dish represents good value for money in an economically challenging climate.</p> <p>Food</p> <ul style="list-style-type: none"> Learners will research a chosen country of their choice and produce a portfolio of work that demonstrates knowledge skills and understanding of that food culture. Learners will build more independence from KS3 where they all cooked the same dish when learning a set list of skills. Learners will produce and present a different sweet or savoury dish each week to show different examples of foods from their chosen culture. Learners will be able to practise, refine and master a wide variety of cooking methods and techniques independently. Learners will present their dishes for the wider audience. Learners will be taught how to cost, organoleptically evaluate and nutritionally profile their dishes in order to determine if they represent good value and if they are nutritionally meeting currently dietary guidelines. <p>Food SOI</p> <p>Week 1 P2 - Introduction to the course. P3-5 - Research into chosen country, recipe selection (PQE 2 and 6). P6-7 - Learners to undertake the Tunnock's teacake challenge focusing on the presentation of food in terms of creativity and flair.</p> <p>Week 2 P2 - DIRT of research assessment P3-5 -Practical manufacture of dish (PQE 1,2, 4 and 5). P6 - 7 - Evaluation of skills (PQE 4, 5 and 6), sensory analysis and recipe selection (PQE 2 and 3).</p> <p>Week 3 P2 - DIRT of Practical assessment and skills tracker completion P3-5 - Practical manufacture of dish (PQE 1, 2, 4 and 5). P6-7 - Evaluation of skills (PQE 4, 5 and 6), recipe selection, costing of dish and evaluation of value for money (PQE 1,2,3 and6).</p> <p>Week 4 P2 - DIRT of Practical assessment and skills tracker completion P3-5 - Practical manufacture of dish (PQE 1, 2, 4 and5). P6-7 - Evaluation of skills (PQE 4, 5 and 6) nutritional profiling of dish (PQE 1,2,3, and 6).</p> <p>Week 5 or Showcase week P2 - DIRT of Practical assessment and skills tracker completion P3-4 - Practical manufacture of dish (PQE 1, 2, 4 and 5). P5 - Preparation and presentation of all different areas of SOI work for showcase. P6-7 Showcase to a variety of other pupils.</p>						<ul style="list-style-type: none"> Cooking of a dish Understanding of ingredients Costing and nutritional profiling Health and Safety Use of equipment Evaluation



CURRICULUM PLANS

FOOD PREPARATION AND NUTRITION YEAR 9



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
<p>FOUNDATION STAGE Pre GCSE AQA Foundation food preparation and nutrition course for those who have opted to follow the GCSE AQA 2-year course and will run for between 6-9 weeks dependent on dates. Knowledge, skills and understanding: Week 1 Savoury light lunch for a teenager Introduction to the course. To demonstrate knowledge and understanding of The Eatwell Guide guidelines and proportions; To identify the main nutrients required for a healthy balanced diet; To identify the nutritional needs of a teenager; To identify the main factors that affect dietary needs throughout different life stages; To select a suitable starter or savoury light lunch dish to make that meets guidelines of The Eatwell Guide, nutritionally balanced and appealing to a teenager. (PQEs 2 and 3)</p> <p>Week 2 Session 1 (single) To become familiar with ingredients and cuisine from another country; To recognize that a variety of food is needed in our diets because different foods provide different nutrients for good health and a balanced diet; To describe and explain the importance of energy balance, physical activity and the implications of dietary excess/ deficiency, e.g. malnutrition, maintenance of a healthy weight; To describe and explain the importance of good food safety and hygiene when preparing and cooking high risk ingredients such as chicken; To identify the main health issues related to diet. (PQEs 2 and 3). Session 2 (double practical) To cook and serve a healthy savoury lunch product for a teenager; To demonstrate the essential skills of preparing and cooking a simple soup, starter or lunch; To demonstrate and apply the principles of food safety and hygiene when cooking; To demonstrate a good working routine in the food room; To explain how the ingredients in their dish provide the necessary energy and nutrients to meet the dietary reference values (DRVs) for teenagers. (PQEs 1,4,5,6) Skills: S1, S2, S3, S4, S5, S6, S7, S8, S10, S11.</p> <p>Week 3 Session 1 (single) To identify the different groups of the population who have special dietary requirements (including food allergies, food intolerance, and religious cultural needs); To investigate the range of special dietary products available today; To identify vegetarian alternatives to the meat and fish using vegetable sources, Quorn, soya or tofu as a meat substitute; To plan a rice-based dish suitable for a lacto-vegetarian. (PQEs 2 and 3) Session 2 (double practical) To prepare, cook and serve a healthy fajita or tortilla wrap that contains protein, carbohydrate and at least 2-3 portions of your 5 a day; To demonstrate the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically; To demonstrate an awareness of taste, texture and smell to decide how to season dishes and combine ingredients; To demonstrate safe and hygienic working practices in the food room following teacher instructions and given recipes; To serve dishes with a high level of finish. (PQEs 1,4,5,6) Skills: S1, S2, S3, S4, S6, S7, S10, S11</p> <p>Week 4 Session 1 (single) To know and understand where key ingredients come from and how they are grown, reared or caught; To identify and explain some of the environmental issues associated with foods. To investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare; To recognise and explain food standard schemes. (PQE 2) Session 2 (double practical) To prepare and cook stuffed peppers which contains vegetables or uses a meat substitute and will appeal to lactovegetarians; To demonstrate the skills of preparing a range of vegetables, using the hob, controlling temperature, cooking with rice; To demonstrate and apply the principles of food safety and hygiene when cooking; To investigate what happens when rice and other grains are cooked. (PQEs 1,4,5,6) Skills: S1, S2, S3, S4, S6</p> <p>Week 5 Session 1 (single) To select and plan to cook a main meal dish that celebrates the cuisine of an Asian country. To identify and explain the distinctive features of Asian cuisine. To identify the equipment and cooking methods used in Asian cuisine. To explain how food choices can be related to different religious and cultural beliefs. To identify any high risk foods in chosen recipe and suggest ways to cook safely and minimize risk of food poisoning. To demonstrate the use of different ingredients including herbs and spices to enhance the flavours of a dish. (PQEs 2 and 3) Session 2 (double practical) To prepare and cook a recipe such as cottage pie, Cumberland pie or vegetarian pie. To adapt original recipe to include ingredients which have been locally sourced or are seasonal. To demonstrate the skills of vegetable preparation and cooking, making a meat/ alternative base, combining, layering and finishing of ingredients using the oven. To demonstrate and apply the principles of food safety and hygiene when cooking. (PQEs 1,4,5,6) Skills: S1, S2, S3, S4, S6, S8</p> <p>Week 6 Session 1 (single) To name the micronutrients and state why they are needed in the diet; To explain the sources, types and functions of vitamins A, D, B group and C; To explain the sources, types and functions of calcium, iron and sodium; To explain the process of gelatinisation in sauce making and the principles of what makes a sauce thicken; To calculate the nutritional profile and compare the effect of using alternative ingredients (PQEs 2 and 3) Session 2 (double practical) To prepare and cook a main meal dish to demonstrate the cuisine from a chosen Asian country, e.g. India, Thailand, China or Japan; To demonstrate the use of herbs and spices to enhance the flavours of a dish; To demonstrate and apply the principles of food safety and hygiene when cooking and stir frying; To present and serve a quality multicultural main dish with a high level of finish; To work independently following own instructions and as a team when washing up and tidying away. (PQEs 1,4,5,6) Skills: S1, S2, S3, S4, S6, S8, S9, S10, S11</p>						<ul style="list-style-type: none"> • Cooking of a dish • Understanding of ingredients • Costing and nutritional profiling • Health and Safety • Use of equipment • Evaluation



CURRICULUM PLANS

FOOD PREPARATION AND NUTRITION YEAR 9



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs												
<p>Week 7 Session 1 (single) To identify the functions and uses of the main ingredients used in cake making; To explain the science of aeration and what makes cakes rise; To demonstrate the skills of creaming/all-in-one cake making, preparing baking tins, baking; To demonstrate and apply the principles of food safety and hygiene when cooking; To write a planning sheet for making tray bake of choice listing ingredients, correct stages of production and important hygiene and safety check; To plan and select a suitable decoration and finish of tray bake. (PQEs 2 and 3)</p> <p>Session 2 (double practical) To prepare and cook a main meal dish which demonstrates the role of calcium and vitamin D in the diet, such as: macaroni cheese, tuna pasta bake, vegetarian pasta bake or lasagne; To demonstrate the preparation of an all-in-one sauce; demonstrate safe use of the hob/ grill, accurate weighing and measuring, boiling, draining, mixing; To demonstrate and apply the principles of food safety and hygiene when cooking. (PQEs 1,4,5,6) Skills: S1, S2, S3, S4, S6, S7, S8, S9, S11, S12</p> <p>Week 8 Session 1 (single) To carry out a detailed analysis of the assessment task set; To identify and select a cuisine of choice; To research possible recipes and select one idea that will be suitable to meet the design brief; To write detailed planning sheet for making chosen dishes listing ingredients, correct stages of production and important hygiene and safety check; To plan recipe and information guide for the consumer to include a nutritional profile, allergen information, environmental information. (PQEs 2 and 3)</p> <p>Session 2 (double practical) To plan and prepare a fruit based tray bake that demonstrates aeration and the science of how cakes rise; To demonstrate accuracy and precision when weighing out ingredients to ensure a high quality outcome; To use the all in one or creaming method of cake making to make fruit based tray bake; To demonstrate and apply the principles of food safety and hygiene when cooking; To work independently following own instructions and as a team when washing up and tidying away. (PQEs 1,4,5,6) Skills: S1, S3, S4, S5, S7, S11</p> <p>Week 9 Session 1 (single) To plan recipe and information guide for the consumer to include a nutritional profile, allergen information, environmental information for the chosen dish selected to meet the assessment brief. (PQEs 2 and 3)</p> <p>Session 2 (double practical) To prepare and cook a savoury main course dish of choice, suitable for selling at a large sporting event or festival that celebrates the cuisine and culinary traditions of another culture. To apply a variety of technical skills and make some creative and quality products with skill and precision; To demonstrate and apply the principles of food safety and hygiene when cooking; To present a dish with a good level of technical skill and is presented with a suitable level of finish and decoration for serving at the festival. (PQEs 1,4,5,6) Skills: S1, S2, S3, S4, S6, S8, S10</p> <p>GCSE FPN Skill areas:</p> <table border="1"> <tbody> <tr> <td>S1 Weigh, measure ingredients and prepare ingredients</td> <td>S4 Use of the cooker</td> <td>S7 Prepare, Combine and Shape</td> <td>S10 Dough-making / Shaping / Finishing</td> </tr> <tr> <td>S2 Knife skills</td> <td>S5 Use of equipment (processor, mixer, pasta machine, microwave, blender)</td> <td>S8 Sauce making - Reduction / Blended / Emulsion</td> <td>S11 Raising agents - Chemical / Biological / Mechanical / Steam</td> </tr> <tr> <td>S3 Preparation of fruit and vegetables</td> <td>S6 Cooking methods - Water / Dry / Fat</td> <td>S9 Tenderise and marinate</td> <td>S12 Setting mixtures</td> </tr> </tbody> </table>						S1 Weigh, measure ingredients and prepare ingredients	S4 Use of the cooker	S7 Prepare, Combine and Shape	S10 Dough-making / Shaping / Finishing	S2 Knife skills	S5 Use of equipment (processor, mixer, pasta machine, microwave, blender)	S8 Sauce making - Reduction / Blended / Emulsion	S11 Raising agents - Chemical / Biological / Mechanical / Steam	S3 Preparation of fruit and vegetables	S6 Cooking methods - Water / Dry / Fat	S9 Tenderise and marinate	S12 Setting mixtures	<ul style="list-style-type: none"> • Cooking of a dish • Understanding of ingredients • Costing and nutritional profiling • Health and Safety • Use of equipment • Evaluation
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Purpose of the course:

The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Knowledge, skills and understanding:

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Upon completion of this course, pupils will be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or food industries.

The GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the specification should be delivered through preparation and making activities. Pupils must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. Topics and themes have been grouped to teach the specification, but these are not intended as a route through the specification and can teach the content in any order.

The range of food and ingredients studied is reflective of the recommended guidelines for a healthy diet based on the main food commodity groups.

Food groups include:

- bread, cereals, flour, oats, rice, potatoes and pasta
- fruit and vegetables (fresh, frozen, dried, canned and juiced)
- milk, cheese and yoghurt
- meat, fish, eggs, soya, tofu, beans, nuts and seeds
- butter, oil, margarine, sugar and syrup.

Skills:

Twelve skill groups have been integrated throughout the specification to show how the content can be taught through practical activities. These skills are not intended to be taught separately from the main content but integrated into schemes of work. The skill groups are indicated in the subject content, using the references S1 (Skill 1), S2 (Skill 2) etc. Pupils must know how and when these food preparation skills can be applied and combined to achieve specific outcomes.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Macronutrients</p> <ul style="list-style-type: none"> • Protein • Fats • Carbohydrates <p>Micronutrients</p> <ul style="list-style-type: none"> • Vitamins 	<p>Micronutrients</p> <ul style="list-style-type: none"> • Minerals • Water • NSP <p>Nutritional Needs and Health</p> <ul style="list-style-type: none"> • Making informed choices for a varied diet and health • Energy needs • Nutritional analysis • Diet, nutrition and health 	<p>Food science</p> <ul style="list-style-type: none"> • Cooking of food and heat transfer • Selecting appropriate cooking methods • Functional and chemical properties of food • Raising agents 	<p>Food safety</p> <ul style="list-style-type: none"> • Food spoilage and contamination • Principles of food safety <p>Food choice</p> <ul style="list-style-type: none"> • Factors affecting food choice • Food choices • Food labelling and market influences 	<p>British and international cuisines</p> <ul style="list-style-type: none"> • Food products from British tradition and two different cuisines. <p>Sensory evaluation</p> <ul style="list-style-type: none"> • Sensory testing methods • How taste receptors and olfactory systems work when tasting food <p>Food Provenance and the environmental impact and sustainability of food</p> <ul style="list-style-type: none"> • Food sources • Food and the environment • Sustainability of food 	<p>Food processing and production</p> <ul style="list-style-type: none"> • Food production • Technological developments associated with better health and food production



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Non-Exam assessment 1 Food science investigation set by AQA. Released on 1st September.</p> <p>Task 1: Food investigation (30 marks) Accounts for 15% of final GCSE Grade</p> <p>Knowledge, skills and understanding: Pupils' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task and it should take no more than 10-15 hours in lesson time including practical investigation sessions.</p> <p>How it's assessed: Written or electronic report. (1,500-2,000 words) including photographic evidence of the practical investigation.</p>	<p>Non-Exam assessment 2 Food preparation and assessment task set by AQA. Released on 1st November.</p> <p>Task 2: Food preparation assessment (70 marks) Accounts for 35% of final GCSE grade.</p> <p>Knowledge, skills and understanding: Pupils' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This should take no more than 20 hours in lessons plus practical time and further learning / intervention time.</p> <p>How it's assessed: A max 20-side written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>			<p>Revision undertaken to revisit theory knowledge and to ensure pupils are fully prepared for the written exam. Examination takes place around mid-June of Year 11.</p> <p>What's assessed Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • Worth 100 marks • Accounts for 50% of GCSE <p>Questions:</p> <ul style="list-style-type: none"> • 20 x multiple choice questions (20 marks) • Five questions each with a number of sub questions (80 marks) 	