



<p>What BIG IDEAS will you cover in this topic?</p> <p>2.1 The importance of nutrition</p> <p>2.2 Menu planning</p> <p>2.3 The skills and techniques of preparation, cooking and presentation of dishes</p> <p>2.4 Evaluating cooking skills</p> <p>An assignment brief will be provided by WJEC, which will include a scenario and several tasks.</p> <p>2.1.1 Understanding the importance of nutrition</p> <p>2.1.2 How cooking methods can impact on nutritional value</p> <p>2.2.1 Factors affecting menu planning</p> <p>2.2.2 How to plan production</p> <p>2.3.1 How to prepare and make dishes</p> <p>2.3.2 Presentation techniques</p> <p>2.3.3 Food safety practices</p> <p>2.4.1 Reviewing of dishes</p> <p>2.4.2 Reviewing own performance</p>	<p>What other <u>key concepts, knowledge and skills</u> will you learn in this topic?</p> <p>Listen with maintained attention and show understanding of what they hear during class discussions.</p> <p>Experiment with ingredients to help enhance flavours in the dishes.</p> <p>Students will look at:</p> <ul style="list-style-type: none"> • Knowing and understanding the function of nutrients and have an awareness of the need for a balanced/varied diet: Macro and micro-nutrients • Be able to apply their knowledge of nutrition to: Different life-stages: adults; early, middle, late (elderly), children; babies, toddlers, teenagers. Special dietary needs for individuals who: require different energy requirements based on lifestyle, occupation, age or activity level, require special diets, have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency, have dietary requirements, such as religious beliefs • are pescatarians, vegetarians, vegans. • Know and understand how the following cooking methods impact on nutritional value: boiling, frying, grilling, poaching, roasting, steaming, baking, stir-frying. • be aware of the following factors when planning menus: cost, portion control, balanced diets/current nutritional advice, time of day, clients/customers. • know and understand the following factors when planning menus: equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. time available – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time. environmental issues – conservation of energy and water, reduce, reuse, recycle, sustainability time of year – seasonality of commodities. organoleptic qualities. • Be able to plan dishes for a menu and know and understand the following: commodity list with quantities, contingencies, equipment list, health, safety and hygiene, quality points, sequencing/dove-tailing, timing, mise en place, cooking, cooling, hot holding, serving and storage. • Be able to identify types of skills and skill levels when selecting dishes to produce. • Know and understand that some dishes require the use of more complex, skills than other dishes. • Be able to demonstrate a range of the following food preparation and cooking techniques for the production of dishes • Know and understand the importance of using the following appropriate presentation techniques during the production of dishes. • Know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities. • Provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development. • Be able to identify personal strengths and weaknesses.
<p>What important <u>prior knowledge</u> will you use from your prior learning?</p>	<p>Assessment: How and when will you be assessed on this topic?</p>

Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment: the operation of the front and back of house. Hospitality and catering provision to meet specific requirements. health and safety in hospitality and catering provision. Food safety. Preventative control measures of food-induced ill health.

Where does this topic fit into the curriculum plan for this subject?

This unit is synoptic and draws upon the knowledge gained in Unit 1.

What will the success criteria be?

Listen with maintained attention and show understanding of what they hear during class discussions.
 Discuss experiences of healthy eating in everyday life.
 Select and use equipment correctly.
 Work to time limits and improve time management.
 Complete higher-skilled practical dishes to a good standard – working safely at all times during practical lessons.
 Complete all theory work to the highest standard and in line with the marking criteria shared with students.
 Example shown:

Unit content	Tasks	Evidence Required	Time	Marks
2.1.1	101 Analyse the assignment brief and recommend one dish for each customer. Assess how the dish meets the nutritional needs of the customer. You must show an understanding of the importance of the following: - macronutrients - micronutrients.	Typewritten response	2 hours	10
NOTE: a response which considers only one dish and/or only one type of customer cannot be awarded higher than Band 2.				
Band	AO1: Analyse and evaluate information, making reasoned judgements and presenting conclusions.	Teacher Comments		
4	7-8 marks An excellent response which demonstrates: - a highly effective analysis of the brief resulting in a fully considered recommendation of dishes - a detailed and effective assessment of how each dish meets the nutritional needs of the two types of customer - full consideration for the requirements of the task.	Detailed analysis of the brief showing full consideration to the requirements of the task A number of potential dishes suggested One dish chosen for each customer including appropriate accompaniments Excellent knowledge of nutritional needs for both customers including macro and micro nutrients		
3	5-6 marks A good response which demonstrates: - an effective analysis of the brief resulting in a considered recommendation of dishes - a detailed assessment of how each dish meets the nutritional needs of the two types of customer - consideration to the requirements of the task.	Good analysis of the brief showing consideration to the requirements of the task A number of potential dishes suggested One dish chosen for each customer including appropriate accompaniments Good knowledge of nutritional needs for both customers including macro and micro nutrients		
2	3-4 marks A basic response which demonstrates: - some analysis of the brief resulting in a partially considered recommendation of dishes - some assessment of how each dish meets the nutritional needs of the two types of customer - some consideration to the requirements of the task.	Analysis of the brief showing an understanding of the requirements of the task Some potential dishes suggested One dish chosen for each customer including some accompaniments Reasonable knowledge of nutritional needs for both customers including macro and micro nutrients		
1	1-2 marks A limited response which demonstrates: - a limited analysis of the brief resulting in a minimally considered recommendation of dishes - a limited assessment of how each dish meets the nutritional needs of the two types of customer - minimal consideration to the requirements of the task.	Simple analysis of the brief showing an understanding of some of the requirements of the task. Limited potential dishes suggested. One dish chosen for each customer but does not include accompaniments. Basic knowledge of nutritional needs for both customers but does not cover a range of macro and micro nutrients		
0	0 marks No credit worthy or not attempted.	No credit worthy or not attempted.		

What is the key vocabulary that you will need to know in this topic?

- As defined in objectives, activities, and outcomes through writing, speaking, listening, and reading.
- Through the activities in this unit, pupils will be able to understand, use, and spell correctly words relating to:
- organoleptic qualities, dove-tailing, complex, sustainability, scenario, nutrients,

What is the structure of learning/lessons in this topic?

Introduction to the NEA
 Scenario analysis
 Dish mind map customer 1
 Dish mind map customer 2
 Customer 1: Assess how the dish meets the nutritional needs of the customer (*Resources: NOT permitted*)
 Customer 2: Assess how the dish meets the nutritional needs of the customer (*Resources: NOT permitted*)
 Customer 1: Explain the impact of cooking methods on the nutritional value of the chosen dish (*Resources: NOT permitted*)
 Customer 2: Explain the impact of cooking methods on the nutritional value of the chosen dish (*Resources: NOT permitted*)
 Customer 1: Discuss the factors which affected your choice of dish (*Resources: permitted*)
 Customer 2: Discuss the factors which affected your choice of dish (*Resources: permitted*)
 Plan to produce your two dishes (*Resources: permitted*)
 3 hour practical
 Customer 1: Assess the production of the presented dishes (*Resources: permitted*)
 Customer 2: Assess the production of the presented dishes (*Resources: permitted*)
 Review your own performance (*Resources: permitted*)
 Interspersed with focused practical tasks.