

Scheme of work: Year 11

This scheme of work for GCSE Food Preparation and Nutrition (8585) is designed to suggest activities and resources that you may find useful in your teaching. Use this with the NEA teaching guide and the notes and guidance on skill levels to plan your lessons.

Assumed coverage

Students will build upon and apply previous learning from KS3 and Year 10. The course is designed to cover 30 lessons (either two single or one double lesson per week) and includes the food investigation task, the food preparation task and revision topics for the final written exam. Use this with the Year 10 scheme of work to ensure full coverage of the AQA specification content. It can also be easily adapted to meet individual schools' curriculum requirements. It is anticipated that schools with one-hour lessons will need to adapt the content or extend over additional sessions.

Prior knowledge

Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification.

Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content. In the NEA, students must use and apply a variety of food preparation skills to achieve a range of different outcomes. The choice of recipes to demonstrate the skills will be at the discretion of the individual school and there are recipe suggestions included as suitable examples.

Lesson 1 – Introduction

NEA and outline of Year 11 course

Learning objective	Learning activity	Resources
<p>Understand the requirements of the Year 11 course including:</p> <ul style="list-style-type: none"> • food investigation task • food preparation task • final exam. <p>(This lesson is not included in the 10 hours as it is information giving only).</p>	<ul style="list-style-type: none"> • Teacher presentation on NEA. To include details about the food investigation and the food preparation task, including: <ul style="list-style-type: none"> • time allowed and length of task • assessment details and mark allocation • assessment breakdown • assessment criteria • guidelines for feedback and assessment. • Student discussion and mind mapping activity: top tips for the NEA. • Recap mock NEA completed in Y10 and discuss: <ul style="list-style-type: none"> • what went well (WWW) • even better if (EBI). 	<p>Example student NEA materials (on the Secure Key Materials section of e-AQA)</p> <p>Illuminate textbook, pp 292</p> <p>Illuminate resources</p> <p>Hodder textbook, pp 412</p> <p>Hodder resources</p>
<p>Understand the requirements of the food investigation task including:</p> <ul style="list-style-type: none"> • research, plan and carry out an investigation into 	<ul style="list-style-type: none"> • Teacher presentation on the food investigation task and what must be considered to complete it, including: <ul style="list-style-type: none"> • Research • Investigations 	<p>Illuminate textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 292–304 • Section 2, Food Science, pp 76–157

<p>the working characteristics, functional and chemical properties of ingredients</p> <ul style="list-style-type: none"> • record the investigation findings • analyse and evaluate results • present the food investigation task. 	<ul style="list-style-type: none"> • Analysis and evaluation • From 1 September onwards: <ul style="list-style-type: none"> • Issue AQA food investigation tasks. Students to select one task to investigate further as NEA. • Class discussion – what is each task about and what will it involve? Link to prior work covered in year 10. • Small group discussion – split class into three groups and discuss each individual task. Students to select one of the tasks to investigate further for next lesson. • Recap of key skills needed in investigation work. What have we learnt in previous projects? 	<p>Hodder textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 414–421 • Section 3, Food Science, pp 191–236 <p>AQA food investigation tasks released from 1 September in schools.</p>
---	--	---

Lessons 2–6 the food investigation: 10 hours

Lessons 2 and 3: the food investigation, section A

Learning objective	Learning activity	Resources
<p>Research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients.</p> <p>Develop research skills to gather and use primary and secondary sources of information.</p> <p>Develop analysis and evaluation skills and explain how findings will influence practical investigations.</p> <p>Write a hypothesis or prediction based upon research findings.</p> <p>Plan relevant and appropriate practical investigations referring to research findings and hypothesis.</p>	<p>Student activity:</p> <ul style="list-style-type: none"> • analysis of chosen task • generate a list or mind map of the research needed to be carried out before commencing practical investigations • identify secondary sources of research that could be used to gather information or data • secondary research: textbooks, websites, multimedia including animations, YouTube clips, TV programmes, prior knowledge, magazines, newspaper articles, leaflets, food labels and packaging etc. • all research must include: <ul style="list-style-type: none"> • a clear aim that is focused and relevant to task • relevant sources of information gathered from a variety of secondary methods of research • analysis and conclusions and summary of findings • an explanation of how findings may 	<p>Illuminate textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 292–304 • Section 2, Food Science, pp 76–157 <p>Hodder textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 414–421 • Section 3, Food Science, pp 191–236

	<p>influence future practical investigations</p> <ul style="list-style-type: none"> • a plan for the practical investigations related to the research with a clear and focused hypothesis or prediction • a record of all sources to record in a bibliography at the end of the report. <p>NB All student work to be presented concisely and effectively communicated in a written report as part of portfolio. The portfolio must be also completed under controlled assessment conditions and allocated time.</p>	
--	---	--

Lessons 4 and 5: the food investigation, section B

Learning objective	Learning activity	Resources
<p>Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings.</p> <p>Identify essential controls when carrying out a food investigation.</p> <p>Record results from investigation using charts, graphs, tables, sensory</p>	<p>Student activity:</p> <ul style="list-style-type: none"> • carry out a wide range of appropriate practical investigations, linking directly to hypothesis/ prediction • work under controlled conditions to undertake the practical investigations. • each investigation should have: <ul style="list-style-type: none"> • a clear aim outlining the purpose of the investigation and what the student is hoping to find out as a result of experimentation • essential control checks to ensure fair 	<p>Illuminate textbook – food investigation chapter, pp 292–304</p> <p>Hodder textbook – food investigation chapter, pp 414–421</p> <p>Essential equipment for investigative and practical work</p> <p>Sensory testing charts, eg star profiles, ratings and ranking charts</p> <p>Results charts, eg viscosity</p> <p>Control check resources, eg coded samples, digital scales, temperature probes.</p>

<p>testing and annotated photographs.</p> <p>Explain how results of each investigation should be used to form the next stage of investigation with reasoning.</p>	<p>testing</p> <ul style="list-style-type: none"> • results should be recorded and explained clearly using graphs, tables, charts and a range of different methods of sensory testing • photographic evidence showing the method and results of the investigations. Photographic evidence should be authenticated with the candidate's name and number • explanation, with reasoning, of the how results from investigation may lead to the next one to inform further investigation. This should be linked to original hypothesis or predictions. <p>NB Students may also find it useful to refer to both the Illuminate and Hodder textbooks and digital bundles, which contain useful tips and advice on different ways to carry out investigations, record results and present findings in a written report format. Other textbooks and resources are available but these are not approved by AQA.</p>	<p>Camera to record photographic evidence of results.</p> <p>Labels with names and candidate numbers.</p>
---	---	---

Lesson 6: the food investigation, section C

Learning objective	Learning activity	Resources
<p>Analyse and interpret the results of investigative work.</p> <p>Link the results to research explaining the working characteristics, functional and chemical properties of ingredients tested.</p> <p>Write a conclusion to the hypothesis/prediction with reasons and justifications.</p> <p>Explain how results can be applied into practical food preparation and cooking.</p>	<p>Student activity:</p> <ul style="list-style-type: none"> • written analysis and evaluation • to include: <ul style="list-style-type: none"> • detailed analysis of all results and interpretation of findings for all investigative work • written conclusions with justification of findings as a result of carrying out the practical investigations • detailed explanation and evaluation of results and findings. (To include evaluation of the how successful the investigation was, the effectiveness of control checks to ensure fair testing, the success of the investigations at proving predictions/hypothesis and suggestions for improving the Investigation further and presenting the report and findings.) • summary of the main points with reference to original hypothesis/prediction and research • explanation of how the results might be applied in practical food preparation and cooking and demonstrate knowledge of how ingredients work and why. <p>NB Students may want to refer to the examples of presenting and communicating analysis, evaluations and explanations in both the Illuminate and Hodder textbooks.</p>	<p>Illuminate textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 303–304 • Section 2, Food Science, pp 76–157 <p>Hodder textbook:</p> <ul style="list-style-type: none"> • Food investigation chapter, pp 420–421 • Section 3, Food Science, pp 191–236 <p>ICT or laptop facility to write up NEA portfolio</p> <p>Assessment criteria for NEA food preparation task</p>

Lesson 7: introduction and outline of the food preparation task

Learning objective	Learning activity	Resources
<p>Understand the requirements of the food preparation task including:</p> <ul style="list-style-type: none"> analyse a task and carry out research on a life stage/dietary group or culinary tradition demonstrate a range of technical skills plan a final menu for chosen life stage/dietary group or culinary tradition prepare, cook and serve three dishes in a three-hour session analyse and evaluate final menu. 	<ul style="list-style-type: none"> Teacher presentation and introduction of the food preparation task and what must be considered to complete the task including an overview and examples of: <ul style="list-style-type: none"> Researching the task Demonstrating technical skills Planning for the final menu Making the final dishes Analyse and evaluate. Teacher activity – issue AQA food preparation tasks. Students to select one task to undertake further as NEA Class discussion – what is each task about and what will it involve? Small group discussion – split class into three groups and discuss each individual task. <p>Students may also find it useful to refer to the Illuminate and Hodder textbooks and digital bundles, which both contain useful tips and advice on different ways to carry out the food preparation task, record results and present findings in a written portfolio.</p>	<p>AQA food preparation tasks released from 1 November in schools</p> <p>Illuminate textbook – food preparation chapter, pp 305–324</p> <p>Hodder textbook – food preparation chapter, pp 422–438</p> <p>Recipe books to generate recipe ideas</p> <p>Assessment criteria for NEA food preparation task</p>

Lessons 8–19 the food preparation task: 20 hours

Lessons 8 and 9: food preparation task, section A

Learning objective	Learning activity	Resources
<p>Plan and carry out research into chosen life stage, dietary group or culinary tradition.</p> <p>Develop research skills to gather and use primary and secondary sources of information.</p> <p>Develop analysis and evaluation skills and explain how findings will influence practical investigations.</p> <p>Present research in a concise and effectively communicated portfolio of work.</p> <p>Plan relevant and appropriate practical activities.</p>	<p>Student activity:</p> <ul style="list-style-type: none"> • analysis of chosen task and identification of what the task requires and involves • mind map of the research could be carried out before commencing research into chosen life stage, dietary group or culinary tradition • identification of relevant primary and secondary sources of research that could be used to gather information or data • gathering data from primary sources/information that has not been generated by other people, eg survey, interview, market research, menu analysis, existing product testing or questionnaire • gathering data from secondary sources including textbooks, websites, multimedia including animations, YouTube, TV programs, prior knowledge, magazines, newspaper articles, leaflets, food labels and packaging etc. • all research must include: <ul style="list-style-type: none"> • a clear aim that is focused and relevant to task • relevant sources of information gathered and presented from a variety of primary and secondary methods of research 	<p>AQA food preparation tasks released from 1 November in schools</p> <p>Illuminate textbook – food preparation chapter, pp 305–324</p> <p>Hodder textbook – food preparation chapter, pp 422–438</p>

	<ul style="list-style-type: none"> analysis and conclusions and summary of findings and how they may influence future practical activities. all student work to be presented concisely and effectively communicated as part of final portfolio of work. <p>NB It is important that students do not spend too long on the research element to the detriment of the other assessment criteria.</p>	
--	--	--

Lesson 10: food preparation task, section B

Learning objective	Learning activity	Resources
<p>Select a range of three or four suitable dishes to trial further.</p> <p>Justify choices and explain suitability, creativity and technical skill.</p> <p>Record evidence of the choice of dishes made during the technical skills demonstration.</p>	<ul style="list-style-type: none"> Teacher activity: <ul style="list-style-type: none"> outline and explanation of three different levels of food preparation and technical skills with examples complex, eg homemade pasta dough – tortellini/ravioli medium, eg homemade spaghetti with bolognese sauce basic, eg ready-made pasta and sauce outline of how to record and present information on choices of dishes for demonstration of technical skills (see below). Student activity: <ul style="list-style-type: none"> consider possible dishes to demonstrate technical skill and showcase creativity and different making skills selection of three or four different recipe ideas that demonstrate technical skill and are suitable for food 	<p>Illuminate textbook – food preparation chapter, pp 305–324</p> <p>Hodder textbook – food preparation chapter, pp 422–438</p> <p>Animations and film clips of technical skills via the Illuminate and Hodder digital book bundles</p> <p>YouTube videos of different technical skills</p> <p>Writing frames or scaffolds to provide support and differentiation for SEN students</p> <p>Computers to write up NEA portfolio</p>

	<p>preparation task</p> <ul style="list-style-type: none">• for each recipe, explain the technical skills and reason for selecting the dish• recording of the dishes produced when demonstrating technical skills.• student written record in portfolio must include:<ul style="list-style-type: none">• name of recipe and reasons for choice and suitability for chosen task• ingredients and technical skills listed in dish• photographic evidence of each dish with name and candidate number clearly visible• results of sensory testing, analysis and evaluation of dish and its suitability.	
--	---	--

Lessons 11–14: food preparation task, section B

Learning objective	Learning activity	Resources
<p>Understand the assessment criteria for the technical demonstration.</p> <p>Make a range of suitable dishes showcasing technical skill, creativity and practice making skills.</p> <p>Demonstrate a good understanding of ingredients and making processes.</p> <p>Work with confidence, independence and accuracy.</p> <p>Work safely and hygienically at all times.</p> <p>Present dishes with a good level of technical skill and with a suitable level of finish and decoration for serving.</p> <p>Carry out sensory analysis of all the dishes to determine final choice of menu.</p> <p>Evaluate and determine the final menu dishes.</p>	<ul style="list-style-type: none"> • Teacher activity: outline and explanation of the assessment criteria for technical skills demonstration. Questioning for learning: recap what makes a successful practical lesson? PowerPoint with risk assessment and hygiene and safety instructions. • Practical activity: students create, prepare, cook and serve three or four different dishes that demonstrate technical skill and meet the requirements of food preparation task. • Plenary: write up of sensory testing, analysis, photography and evaluation of dishes. Selection of dishes for final menu. 	<p>Recipes</p> <p>Instruction cards for setting up practical work</p> <p>Online classroom stopwatch</p> <p>Assessment criteria for NEA food preparation task</p> <p>Camera</p> <p>Cards with names and candidate numbers for photographic evidence.</p> <p>Different types of sensory testing charts and star profiles</p> <p>Computers to write up NEA portfolio</p>

Lesson 15: food preparation task, section C

Learning objective	Learning activity	Resources
<p>Select suitable final dishes to make for the three-hour making session.</p> <p>Produce a three-hour time plan that includes food safety.</p> <p>Justify reasons for choice of final dishes and menu with reference to skills, ingredients, nutrition, cooking methods, costs, provenance, sensory properties and portion size.</p>	<ul style="list-style-type: none"> • Teacher activity: <ul style="list-style-type: none"> • class discussion – what makes a good time plan? • show example time plans with reference to both Illuminate and Hodder textbooks and digital bundles. • Student activity: <ul style="list-style-type: none"> • production and writing of a time plan for making final menu and dishes. • the time plan must include: <ul style="list-style-type: none"> • details of mise en place and any essential preparation before cooking • instructions detailing all the stages of making in the correct order. These could be colour coded for each dish • accurate timings for all stages • use of specialist equipment • food safety principles when storing, preparing, cooking and presenting the dishes (to include key times and temperatures). 	<p>Illuminate textbook – food preparation chapter, pp 318–320</p> <p>Hodder textbook – food preparation chapter, pp 432–434</p> <p>Charts for time plan production.</p> <p>Recipes for final dishes and menu.</p> <p>Computers or A4 or A3 templates to write up NEA portfolio.</p>

Lessons 16 and 17: food preparation task, section D

Learning objective	Learning activity	Resources
<p>Prepare, cook and serve three final dishes in one three-hour making session demonstrating some complexity and challenge.</p> <p>Execute a range of technical skills with confidence, precision and accuracy.</p> <p>Select and use appropriate equipment accurately.</p> <p>Demonstrate a range of appropriate finishing techniques and presentation techniques.</p> <p>Demonstrate evidence of effective organisational skills and time management.</p> <p>Produce all three dishes successfully within the three-hour period following the time plan.</p> <p>Correctly sequence all making activities with effective dovetailing of tasks.</p> <p>Work independently demonstrating good personal hygiene application of food safety.</p> <p>Garnish and decorate final dishes with suitable level of finish and decoration.</p>	<ul style="list-style-type: none"> • Pupil preparation before the task: <ul style="list-style-type: none"> • ensure all recipes and time plans are pre-prepared and read thoroughly prior to assessment • pre-check all ingredients and equipment required for task • consider the final presentation of each dish how to achieve a high level of finish and decoration. Think carefully about garnishes, accompaniments, finish, decorations, portion size, plating and serving equipment • consider how final dishes are going to be presented for photography and teacher assessment. • Pupil activity: making the final dishes. 	<p>Illuminate textbook, pp 321–322</p> <p>Hodder textbook, pp 435</p> <p>Recipes</p> <p>Time plans for three-hour practical</p> <p>Ingredients</p> <p>Equipment</p> <p>Plates for assessment</p> <p>Garnishes and decorations</p> <p>Camera, names and candidate numbers</p> <p>Candidate Record Forms</p>

Lessons 18 and 19: food preparation task, section E

Learning objective	Learning activity	Resources
<p>Carry out sensory testing of the final dishes.</p> <p>Carry out nutritional analysis of final dish.</p> <p>Compare nutritional profile of dish against Dietary Reference Values for target group.</p> <p>Cost the final dishes.</p> <p>Evaluate the success of the dishes and identify improvements.</p>	<p>Student activity:</p> <ul style="list-style-type: none"> • carry out sensory analysis and evaluation (appearance, taste, texture and aroma) of the results • set up testing panels using a variety of different sensory testing techniques including ranking, rating and profiling tests. Sensory testing, analysis and evaluation of dishes • evaluate and explain your results to sensory testing and suggest any possible improvements • carry out nutritional analysis of the three dishes using a nutritional program or food tables • evaluate the nutritional profile of each dish commenting on how nutritionally balanced it is and what nutrients there are too little or too much of. Reference can be made to specific dietary guidelines such as the Eat Well Guide and a comparison can be made to the Dietary Reference Values (DRV's) of chosen target group • identify what improvements could be made to the nutritional profile of the dish • costing analysis of final dishes working out the total cost for whole recipe and cost per portion. Evaluate the costs and value for money of the dishes made. Identify what could be done to 	<p>Illuminate textbook – food preparation chapter, pp 305–324</p> <p>Hodder textbook – food preparation chapter, pp 422–438</p> <p>Sensory testing charts including:</p> <ul style="list-style-type: none"> • preference tests • discriminatory tests • ranking tests • rating tests • profiling tests <p>Advice on setting up a tasting panel</p> <p>Nutritional analysis program or food tables</p> <p>Costing analysis spreadsheet program or chart.</p> <p>Evaluation checklists.</p> <p>Computers or A4 or A3 templates to write up NEA portfolio.</p>

	<p>reduce costs or improve value for money of the dish</p> <ul style="list-style-type: none">• write a final evaluation of the food preparation task to identify any improvements to final menu and dishes• consider possible improvements based upon suitability for the task, sensory testing results, cost analysis, whether the nutritional profile met current dietary guidelines, ways to improve nutritional profile, technical skills and complexity of making techniques, the provenance, sustainability and sourcing of the foods/ingredients and the quality of food presentation skills including garnish and finish.	
--	--	--

Lessons 20–30 revision and mock exam

Allow one or two weeks to prepare students for mock exams. There is flexibility to build preparation and the mock exam into this scheme of work at a convenient time for schools.

Prepare a revision program after auditing what areas of specification have already been covered effectively in Year 10 and prioritise any topics not covered by students which need revising.

The following should be covered in this period:

- how the written exam is organised
- how to prepare for the written exam
- the command words used in written exam
- the types of questions that will be asked in a written exam including:
 - multiple choice
 - data response
 - structured question
 - open-ended response questions or free response questions.

The chapters in both textbooks provide advice and information about the written exam, preparation, command words and examples of questions. There are also useful responses to give students ideas about how to structure different types of responses. Student revision guides are available from Illuminate and Hodder.

Lesson 20: introduction to revision topics

Complete a mock exam. Use the [specimen assessment material](#)

Lesson 21: revision – food nutrition and health

Illuminate textbook, pp 325–334

Hodder textbook, pp 439–451

Lesson 22: revision – nutritional needs and health

Illuminate textbook, pp 38–70

Hodder textbook, pp 145–189

Lesson 23: revision – diet, nutrition and health

Illuminate textbook, pp 70–77

Hodder textbook, pp 160–190

Lesson 24: revision – cooking of food and heat transfer

Illuminate textbook, pp 70–77

Hodder textbook, pp 160–190

Lesson 25: revision – functional and chemical properties of food

Illuminate textbook, pp 105–140

Hodder textbook, pp 206–236

Lesson 26: revision – food spoilage and contamination

Illuminate textbook, pp 158–201

Hodder textbook, pp 238–261

Lesson 27: revision – principles of food safety

Illuminate textbook, pp 158–201

Hodder textbook, pp 262–278

Lesson 28: revision – factors affecting food choice

Illuminate textbook, pp 202–220

Hodder textbook, pp 279–299

Lesson 29: revision – British and international cuisine

Illuminate textbook, pp 237–247

Hodder textbook, pp 300–327

Lesson 30: revision – environmental impact and sustainability of food

Illuminate textbook, pp 255–284

Hodder textbook, pp 342–410