



## Curriculum Map: Year 10    Subject: Hospitality and catering starting September 2022 (Unit 1 exam)

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
<p><b>Introduction to unit 2- Hospitality in action (NEA) which will be completed in year 11</b></p> <p><b>In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic will be formally submitted in year 11.</b></p> <p><b>Number of marks: 120 Format: An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website.</b></p>			
<p><b>Sept- October half term</b></p> <p><b>Macronutrients AC 1.1</b></p>	<p><b>All students will know:</b> The functions of the macro-nutrients in the human body</p> <ul style="list-style-type: none"> <li>- Protein</li> <li>- Carbohydrates</li> <li>- Fats</li> </ul>	<p><b>All students should be able to:</b></p> <p>State the function of protein:-</p> <ul style="list-style-type: none"> <li>- Growth</li> <li>- Repair</li> <li>- Energy</li> </ul> <p>Identify the difference between HBV and LBV protein</p> <p>Identify an example of Protein complementation</p> <p>State the function of Carbohydrates:-</p> <ul style="list-style-type: none"> <li>- Main source of energy</li> </ul>	<p><b>Assessment Opportunities:</b></p> <p>SMH quiz on macro nutrients</p> <p>Practical lessons based on macronutrients</p>

		<p>Identify the difference between simple and complex carbohydrates</p> <p>Choose healthy sources of carbohydrates</p> <p>Compare calories on food labels</p> <p>State the function of fat:-</p> <ul style="list-style-type: none"> <li>- Insulation to keep you warm</li> <li>- Protection of the skeleton</li> <li>- Source of energy</li> </ul> <p>Choose healthy sources of fat</p> <p>Identify where fat may be visible or invisible</p>	
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**November to December**

**1.1 Hospitality and catering provision**

This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade. Duration: 1 hour 20 minutes Number of marks: 80  
This examination can be taken in January 2024 or June 2024 \*\*\* the most recent examination result will be the one that is cashed in regardless of whether it is lower or higher

<p><b>November to December</b></p> <p><b>1.1.1 Hospitality and catering Providers</b></p>	<p><b>All students will know:</b></p> <p>The different types of hospitality and catering provision: and be able to split them into commercial and non-commercial:</p> <p>From looking at a picture exam question whether the establishment is commercial or non-commercial.</p>	<p><b>All students should be able to:</b></p> <p>Identify features of commercial (residential) and commercial (non-residential) establishments.</p> <p>Identify features of Non-commercial (residential) and Non-commercial (non-residential):</p> <p>Evaluate the appropriateness of the different types of Food service system for different types of service:</p>	<p><b>Assessment Opportunities:</b></p> <p>Exam question practice -commercial and non-commercial establishments</p>
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<p><b>November – December</b></p> <p>1.1.2 Working in the hospitality and catering industry</p>	<p><b>All students should know:</b></p> <p>The following types of employment roles and responsibilities within the industry:</p> <ul style="list-style-type: none"> <li>• kitchen brigade</li> <li>• housekeeping</li> <li>• front of house</li> <li>• management</li> </ul> <p>The specific personal attributes, qualifications and experience an employer would look for to fulfil the roles in Hospitality &amp; Catering.</p>	<p><b>All students should be able to:</b></p> <p>Apply knowledge of organisational structures and how departments operate for the following areas, in response to exam scenarios:-</p> <ul style="list-style-type: none"> <li>• kitchen brigade</li> <li>• housekeeping:</li> <li>• front of house</li> <li>• management</li> </ul> <p>Suggest the appropriate personal attributes, skills and experience needed for a range of positions in response to exam scenario from the following: -</p> <p><b>Personal attributes:</b></p> <ul style="list-style-type: none"> <li>• organised</li> <li>• hardworking</li> <li>• punctual</li> <li>• hygienic</li> <li>• pleasant</li> <li>• calm</li> <li>• friendly</li> <li>• good communicator</li> <li>• team player</li> <li>• good people skills</li> <li>• willingness to learn and develop</li> <li>• flexible.</li> </ul>	<p><b>Assessment opportunities: -</b></p> <p>Exam question practice</p> <p>SMH quiz of chefs</p> <p>Worksheet on skills and qualifications of different types of chefs</p>
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<p><b>November – December</b></p> <p>1.1.2 Working in the hospitality and catering industry</p>	<p><b>All students should know:</b></p> <p>The specific personal attributes, qualifications and experience an employer would look for, to fulfil the roles in Hospitality &amp; Catering.</p>	<p><b>All students should be able to:</b></p> <p>To suggest appropriate academic qualifications for a range of H&amp;C positions.</p> <p><b>Qualifications and experience:</b> 16+ Apprenticeships in Hospitality &amp; Catering Experience in the role/sector – part-time jobs, summer employment, fulltime experience, experience in a supervisory capacity</p> <p><b>Key stage 4/5 qualifications</b> WJEC Hospitality &amp; Catering GCSE food preparation and nutrition BTEC catering and hospitality /Business / IT GCSE IT / Business</p> <p><b>Catering college</b> Level 2 &amp; 3 <u>Diploma In professional chef / culinary skills</u></p> <p><b>University qualifications</b> Level 4 / 5 degree in culinary arts &amp; management</p> <p><b>Food hygiene qualifications</b> Level 1 for staff who deliver food or to have a basic understanding of hygiene rules eg Deliveroo Level 2 for staff who prepare or serve food eg chefs, counter staff and service staff Level 3 for staff in a supervisory qualification eg sous chef, head chef</p>	<p><b>Assessment Opportunities:</b></p> <p>Exam question practice</p> <p>SMH quiz of chefs</p> <p>Worksheet on skills and qualifications of different types of chefs with live research on caterer.com and local hotels in the area. Shrigley hall (Champney's) Hollin Hall Hotel</p>
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<p><b>January-February</b> <b>1.1.3</b></p> <p>Working conditions in the hospitality and catering industry</p>	<p><b>All students should know:</b></p> <p>The difference between types of employment contracts, working hours, remuneration and benefits in the industry.</p> <p>The reasons for fluctuating needs of the industry, and links to the economy.</p>	<p><b>All students should be able to:</b></p> <p>Identify the features of different contracts:</p> <ul style="list-style-type: none"> <li>• Casual</li> <li>• Full time and part time permanent</li> <li>• Full and part-time temporary</li> <li>• Seasonal</li> <li>• Zero hours contract.</li> </ul> <p>Explain the difference between types of remuneration</p> <ul style="list-style-type: none"> <li>• a salary</li> <li>• a wage (hourly)</li> <li>• holiday entitlement</li> <li>• pension</li> <li>• sickness pay</li> <li>• rates of pay</li> <li>• tips, bonuses and rewards.</li> </ul> <p>Explain the fluctuating needs of the industry, such as:</p> <ul style="list-style-type: none"> <li>• supply and demand: staffing during peak times, large events, seasonal times and the location of the provision</li> </ul>	<p><b>Assessment Opportunities:</b></p> <p>Matching up staff jobs R&amp; R with appropriate types of contracts</p> <p>Exam questions</p> <p>Quiz on key words</p> <p>Case study on Economy and world events e.g. world cup, sporting events,</p> <p>Covid closures</p> <p>Seasons</p>
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<p><b>January – February</b> 1.1.4</p> <p><b>Contributing factors to the success of hospitality and catering provision</b></p>	<p><b>All students should know:</b></p> <p><b>The basic costs incurred within the hospitality and catering industry:</b></p> <ul style="list-style-type: none"> <li>• labour</li> <li>• material</li> <li>• overheads</li> <li>• Gross profit</li> <li>• Net Profit</li> </ul> <p><b>How the economy can impact business in the following ways:</b></p> <ul style="list-style-type: none"> <li>• strength of the economy</li> <li>• value added tax (V.A.T)</li> <li>• value of the pound and exchange rate.</li> </ul> <p><b>The importance of environmental needs:-</b></p> <ul style="list-style-type: none"> <li>• seasonality</li> <li>• sustainability</li> </ul> <p><b>How new technology impacts the hospitality and catering service industry in a positive way through:</b></p> <ul style="list-style-type: none"> <li>• cashless systems</li> <li>• innovative digital technology (apps, web-booking, key card access, digital menu)</li> <li>• software.</li> </ul>	<p><b>All students should be able to:</b></p> <p>Link the changes in the economy to the impact on H&amp;C industry and disposable income.</p> <p><b>Give examples of how we can help the environment in H&amp;C by:-</b></p> <p>Reduce, reuse, recycle Using local seasonal produce Recuing food waste</p> <p>The positive and negative impacts that media types can have on the hospitality and catering</p> <p>How advances in technology can lead to more efficient work systems and profit</p>	<p><b>Assessment Opportunities:</b></p> <p>Case study of the on H&amp;C / travel industry of the following:-</p> <p>Cost of living crisis</p> <p>World Cup</p> <p>Eurovision song contest coming to Liverpool</p> <p>Queen’s funeral</p> <p>King’s Coronation</p> <p>Key image identification</p> <p>Reading and writing reviews of a H &amp; C establishment</p>
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## 1.2 How hospitality and catering provisions operate

<p><b>February- March</b></p> <p>1.2.1 The operation of the front and back of house</p>	<p><b>All students should know:</b></p> <p>The operational requirements of:</p> <ul style="list-style-type: none"> <li>• workflow of various areas of the hotel</li> <li>• The equipment and materials required, used and managed within catering provision/kitchens</li> </ul> <p>The documentation and administration requirements used in a catering kitchen:</p> <p>Typical dress code requirements for front and back of house of hospitality and catering establishments.</p>	<p><b>All students should be able to:</b></p> <p>Explain how H&amp;C departments operate</p> <p>Equipment recognition in the industry</p> <p>Materials/resources recognition in the industry</p> <p>Key documentation used for:-</p> <ul style="list-style-type: none"> <li>• stock controlling systems</li> <li>• ordering,</li> <li>• delivery notes</li> <li>• invoice</li> <li>• food safety documentation</li> <li>• health and safety documentation.</li> </ul> <p>The importance of dress code for hygiene and professional reasons</p> <p>All students should be able to:</p>	<p><b>Assessment opportunities:</b></p> <p>Picture recognition and identification</p> <p>Workflow quiz</p> <p>Completion of stock control documentation</p>
<p><b>February- March</b></p> <p>1.2.2 Customer requirements in hospitality and catering</p>	<p><b>All students should know:</b></p> <p>How hospitality and catering provision meet the requirements of:</p> <ul style="list-style-type: none"> <li>• customer needs (catering, equipment, accommodation)</li> <li>• customer rights and inclusion (disability)</li> <li>• equality</li> </ul>	<p><b>All students should be able to:</b></p> <p>Suggest establishments and types of provision to meet various types of customer need</p>	<p><b>Assessment opportunities:</b></p> <p>Scenario style exam questions</p> <p>Picture recognition</p> <p>Legislation quiz</p>

<p><b>April – May</b> <b>1.2.3</b> Hospitality and catering provision to meet specific requirements</p>	<p><b>All students should know:</b></p> <p>How hospitality and catering provision adapts to satisfy the following ever-changing customer climate:</p> <ul style="list-style-type: none"> <li>• customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available</li> <li>• customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality</li> <li>• customer demographics: age, location, accessibility, money available, access to establishments/provision.</li> </ul>	<p><b>All students should be able to:</b></p> <p>Suggest establishments and types of provision to meet various types of customer need</p>	<p><b>Assessment opportunities:</b></p> <p>Year 10 mock exams</p> <p>Test on key words and terms</p>
<p><b>1.3 Health and safety in hospitality and catering</b></p>			
<p><b>April-May</b> <b>1.3.1</b> <b>Health and safety in hospitality and catering provision</b></p>	<p><b>All students should know:</b></p> <p>The responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws:</p> <ul style="list-style-type: none"> <li>• Control of Substances Hazardous to Health Regulations (COSHH) 2002</li> <li>• Health and Safety at Work Act 1974</li> <li>• Manual Handling Operations Regulations 1992</li> <li>• Personal Protective Equipment at Work Regulations (PPER) 1992</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>• Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.</li> </ul>	<p><b>All students should be able to:</b></p> <p>Identify the different legislation that relates to working in the H&amp;C industry</p> <p>The content of the forms used and how to fill them in</p>	<p><b>Assessment opportunities:</b></p> <p>Quiz on legislation to check understanding</p> <p>Exam Questions to practice</p>



	<p>Learners should know the importance of and be able to complete the following documentation:</p> <ul style="list-style-type: none"> <li>• accident forms</li> <li>• risk assessments.</li> </ul> <p><b>Learners should know that employers are responsible for the health and safety training needs of all staff.</b></p>		
<p><b>April – May</b> <b>1.3.2</b> <b>Food safety</b></p>	<p><b>All students should know:</b> <b>Identify and apply the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:</b></p> <ul style="list-style-type: none"> <li>• identify any critical control points and ensure that risks are removed or reduced to safe levels</li> <li>• how to decide on what actions to take if something goes wrong</li> <li>• how to complete a HACCP document</li> <li>• how to complete records to show that procedures are working</li> </ul>	<p><b>All students should be able to:</b></p> <p>Break down a food preparation task into the critical control points (CCP)</p>	<p><b>Assessment opportunities</b></p> <p>Walk through a HACCP style of exam question with model answer – used for future reference for exam revision</p>
<p><b>1.4 Food safety in hospitality and catering</b></p>			
<p><b>May-June</b> <b>1.4.1</b> <b>Food related causes of ill Health</b></p>	<p><b>All students should know:</b> <b>That ill health could be caused by the following:</b></p> <ul style="list-style-type: none"> <li>• allergies</li> <li>• bacteria</li> <li>• chemicals</li> <li>• intolerances.</li> </ul> <p><b>All students should know:</b></p> <p><b>The following food related causes of ill health:</b> Food allergies:</p> <ul style="list-style-type: none"> <li>• cereals (gluten)</li> <li>• crustaceans</li> </ul>	<p><b>All students should be able to:</b></p> <p>Link different sources of food poisoning to their cause</p> <p>Signs and symptoms of food poisoning.</p> <p>Implications if food handlers are ill.</p>	<p><b>Assessment opportunities:</b></p> <p>Online food safety course</p> <p>Keywords – spelling</p> <p>Matching food sources to types of food poisoning bacteria.</p>

<p><b>May-June</b></p>	<ul style="list-style-type: none"> <li>• dairy products</li> <li>• eggs</li> <li>• fish</li> <li>• fruit and vegetables</li> <li>• lupin</li> <li>• molluscs</li> <li>• nuts</li> <li>• peanuts</li> <li>• sesame seeds</li> <li>• soya</li> <li>• wheat.</li> </ul> <p><b>Food intolerance:</b></p> <ul style="list-style-type: none"> <li>• gluten</li> <li>• lactose</li> <li>• aspartame</li> <li>• MSG.</li> </ul> <p><b>Learners should be aware of the following:</b></p> <ul style="list-style-type: none"> <li>• food labelling laws</li> <li>• food safety legislation</li> <li>• food hygiene.</li> </ul>	<p><b>All students should be able to:</b></p> <p>Recall the 13 allergens and their sources</p> <p>Recall the 4 categories of food intolerance</p> <p>Explain the differences between an allergy and an intolerance.</p> <p>Explain the food handler’s responsibility regarding allergens and food hygiene</p> <p><b>Identify key features of food safety legislation.</b></p>	<p><b>Assessment opportunities:</b></p> <p>On line allergens course</p> <p>Poster / image identification quiz</p> <p>Exam questions</p>
<p><b>June-July</b> <b>1.4.2</b></p> <p>Symptoms and signs of food-induced ill health</p>	<p><b>All students should know:-</b> The following symptoms of food Induced ill health: Visible:</p> <ul style="list-style-type: none"> <li>• anaphylactic shock</li> <li>• bloating</li> <li>• breathing difficulties</li> <li>• chills</li> <li>• diarrhoea</li> <li>• facial swelling</li> <li>• pale or sweating skin</li> <li>• rash</li> </ul>	<p><b>All students should be able to:</b></p> <p>Recognise the signs and symptoms of food induced ill health including anaphylaxis shock and food poisoning</p> <p>State the action needed in emergency situations.</p>	<p><b>Assessment opportunities:</b></p> <p>Online first aid course</p> <p>Picture quiz</p>

	<ul style="list-style-type: none"> <li>• vomiting</li> <li>• weight loss.</li> </ul> <p><b>Non-visible:</b></p> <ul style="list-style-type: none"> <li>• constipation</li> <li>• feeling sick</li> <li>• painful joints</li> <li>• stomach-ache</li> <li>• weakness</li> <li>• wind/flatulence</li> </ul>		
<p><b>June-July</b> <b>1.4.3</b></p> <p><b>Preventative control measures of food-induced ill health</b></p>	<p><b>All students should know:-</b> The control measures to prevent food-induced ill health:</p> <ul style="list-style-type: none"> <li>• cross contamination</li> <li>• correct temperature in delivery, storage, preparation and service</li> <li>• physical contamination.</li> </ul>	<p><b>All students should be able to:</b></p> <p>Explain key procedures in food preparation and storage (HACCP)</p>	<p><b>Assessment opportunities:</b></p> <p>Online food hygiene course</p> <p>Exam questions</p>
<p><b>June-July</b> <b>1.4.4</b></p> <p>The Environmental Health Officer (EHO)</p>	<p><b>All students should know: -</b></p> <p>The role of the Environmental Health Officer (EHO) and that responsibilities include:</p> <ul style="list-style-type: none"> <li>• collecting evidence including samples for testing, photographs, interviews</li> <li>• enforcing environmental health laws follow up complaints</li> <li>• follow up outbreaks of food poisoning</li> <li>• inspecting business for food safety standards</li> <li>• giving evidence in prosecutions</li> <li>• maintaining evidence</li> <li>• submitting reports.</li> </ul>	<p><b>All students should be able to:</b></p> <p>State the 10 steps which are assessed by the EHO visit during a visit and how the hygiene rating is awarded, and the requirements for the staff in each step.</p>	<p><b>Assessment opportunities:</b></p> <p>Exam questions</p> <p>Quiz</p> <p>Spot the hazard pictures</p> <p>Scenario style questions</p>