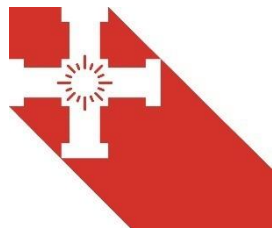


Curriculum Map: Year 11 Subject: WJEC Hospitality & Catering



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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>Unit 2 Hospitality in action (NEA) 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 and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:</p> <ul style="list-style-type: none"> • 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. <p>This unit is internally assessed through controlled assessment. The assessment contributes 60% to the overall qualification grade. (Duration: olds spec – 9 hours) (new spec 12 hours)</p> <p>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.</p>			
<p>2.1 The importance of nutrition Sept - October</p>	<p>Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:</p> <p>Macro-nutrients:</p> <ul style="list-style-type: none"> • carbohydrate • fat 		

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<ul style="list-style-type: none"> • protein. <p>Micro-nutrients:</p> <p>Vitamins:</p> <ul style="list-style-type: none"> • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C. <p>Minerals:</p> <ul style="list-style-type: none"> • calcium • iron • sodium • potassium • magnesium <p>as well as:</p> <ul style="list-style-type: none"> • dietary fibre (NSP) • water. <p>Learners should be able to apply their knowledge of nutrition to:</p> <p>Different life-stages:</p> <ul style="list-style-type: none"> • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers. <p>Special dietary needs for individuals who:</p> <ul style="list-style-type: none"> • 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. 	<p>Describe functions of a wide range of nutrients in the human body</p> <p>Correlate the dietary needs of 5 age specific groups to the nutrients with understanding of why they need them and in what amounts</p> <p>Correlate the dietary needs of customers who may have a specific health conditions, religious beliefs or dietary requirements and identify what they can or can't eat and why</p>	<p>Informal checks on AC 1.1, AC1.2 AC 1.3</p> <p>Checks of learning via SMH quizzes</p> <p>Year 11 mocks in November</p> <p>Formal marking of coursework once submitted in February.</p>
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<p>2.1.2 How cooking methods can impact on nutritional value</p> <p>October- November</p>	<p>Learners should know and understand how the following cooking methods impact on nutritional value:</p> <ul style="list-style-type: none"> • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying. 	<p>Making informed choices about the most suitable cooking method for the food commodity, health benefits and retention of nutrients.</p>	<p>Informal checks on AC 1.4</p> <p>Checks of learning via SMH quizzes</p> <p>Year 11 mocks in November</p> <p>Formal marking of coursework once submitted in February.</p>
<p>2.2.1 Factors affecting menu planning</p> <p>November – December</p>	<p>Learners should be aware of the following factors when planning menus:</p> <ul style="list-style-type: none"> • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers <p>Learners should know and understand the following factors when planning menus:</p> <ul style="list-style-type: none"> • 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 – and type of provision e.g. service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time. 	<p>Suggest dishes for a food outlet at the holiday park (WJEC assignment brief) and be able to explain how a variety of factors influence whether they are feasible for the holiday park and how they meet the nutritional needs of their target audience.</p>	<p>Informal checks on AC 2.1 AC 2.2 AC 2.3</p> <p>Checks of learning via SMH quizzes</p> <p>Year 11 mocks in November</p>

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	<ul style="list-style-type: none"> • environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? <p>Learners should know and understand the following terms:</p> <ul style="list-style-type: none"> • reduce • reuse • recycle • sustainability • time of year – seasonality of commodities. • organoleptic qualities 	<p>Understand the impact of food production, (plant and animals) on the environment and how to suggest ways that can limit the damage to the environment through changes made in food provenance and systems used in H&C establishments.</p>	<p>Formal marking of coursework once submitted in February.</p>
<p>2.2.2 How to plan production</p> <p>January</p>	<p>Learners should be able to plan dishes for a menu and know and understand the following:</p> <p>commodity list with quantities</p> <ul style="list-style-type: none"> • contingencies • equipment list • health, safety and hygiene • quality points • sequencing/dove-tailing • timing • mise en place • cooking • cooling • hot holding • serving • storage. 	<p>Throughout the course students will be exposed to a whole range of food commodities and methods of cooking, ranging from basic skills to more complex skills.</p> <p>They will repeat dishes until they become familiar, and they are confident which will then allow them to carry out preparation, cooking and servicing food independently and to an appropriate level following hygiene and safety knowledge.</p> <p>They should be able to check commodities for quality and be able to problem solve any issues that arise.</p>	<p>Opportunities throughout the year and for the mock practical to write production plans to develop timing and organisation</p>
<p>2.3.1 How to prepare and make dishes</p> <p>September – March</p>	<p>Learners should be able to identify types of skills and skill levels when selecting dishes to produce.</p> <p>Learners should know and understand that some dishes require the use of more complex, skills than other dishes. Learners should be able to demonstrate</p>		<p>Informal assessment through weekly practical and activity lessons</p>

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	<p>a range of the following food preparation and cooking techniques for the production of dishes.</p> <p>The preparation and cooking techniques are categorised as follows: Basic* Medium** Complex***</p> <p>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</p> <p>Preparation techniques:</p> <ul style="list-style-type: none"> • blending* • beating* • creaming** • crimping*** • dehydrating** • folding** • grating* • hydrating* • juicing* • kneading** • laminating (pastry)*** • marinating* • mashing* • measuring** • melting* • melting using bain-marie*** • mixing** • piping*** • proving* • puréeing** • rub-in** • rolling ** • shaping*** • shredding* • sieving* • skinning** • tenderising* • toasting(nuts/seeds) ** • unmoulding*** • weighing** • whisking(aeration)*** • zesting* <p>Knife techniques:</p> <ul style="list-style-type: none"> • chopping* • bâton** • chiffonade** • brunoise*** • dicing** • julienne*** • mincing*** • slicing** • deboning*** • deseeding** • filleting*** • peeling* • segmenting*** • spatchcock** • trimming* <p>Cooking techniques:</p> <ul style="list-style-type: none"> • basting* • baking** • baking blind*** • blanching** • boiling* • braising** • caramelising** chilling* • cooling* • deep fat frying*** • deglazing** 	<p>Throughout the course students will be exposed to a whole range of food commodities and methods of cooking, ranging from basic skills to more complex skills.</p> <p>They will repeat dishes until they become familiar, and they are confident which will then allow them to carry out preparation, cooking and serving food independently and to an appropriate level following hygiene and safety knowledge and food hygiene regulations.</p>	<p>AC 3.1. AC 3.2 AC 3.3 AC 3.4 AC 3.5</p> <p>Year 11 practical mocks in November</p> <p>Formal marking of coursework and practical observation in March</p> <p>AC 3.1. AC 3.2 AC 3.3 AC 3.4 AC 3.5</p>
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	<ul style="list-style-type: none"> • dehydrating* • emulsifying*** • freezing* • frying** • griddling** • grilling* • pickling** • poaching*** • reduction** • roasting** • sautéing** • setting** • skimming* • steaming** • stir-frying** • tempering*** • toasting* • water-bath (sous-vide) ** 		
<p>2.3.2 Presentation techniques</p> <p>September – March</p>	<p>Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:</p> <p>Presentation techniques:</p> <ul style="list-style-type: none"> • creativity • garnish and decoration • portion control • accompaniments. 	<p>Throughout the course students will be exposed to a wide range of food commodities and methods of cooking; ranging from basic skills to more complex skills as defined in the specification.</p> <p>They will repeat dishes until they become familiar, and they are confident which will then allow them to carry out preparation, cooking and serving food independently and to an appropriate level following hygiene and safety knowledge.</p>	<p>Informal assessment through weekly practical and activity lessons</p> <p>AC 3.1. AC 3.2 AC 3.3 AC 3.4 AC 3.5</p> <p>Year 11 practical mocks in November</p> <p>Formal marking of coursework and practical observation in March</p> <p>AC 3.1. AC 3.2 AC 3.3 AC 3.4 AC 3.5</p>
<p>2.3.3 Food safety practices</p> <p>September – March</p>	<p>Learners should know, understand and be able to demonstrate how to:-</p> <ul style="list-style-type: none"> • 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 	<p>Throughout the course students will be exposed to a whole range of food commodities and methods of cooking, ranging from basic skills to more complex skills.</p> <p>They will repeat dishes until they become familiar, and they are confident which will then allow them to carry out preparation, cooking and serving food independently and to an appropriate level following hygiene and safety knowledge.</p>	<p>Informal assessment through weekly practical and activity lessons</p> <p>AC 3.1. AC 3.2 AC 3.3 AC 3.4 AC 3.5</p> <p>Year 11 practical mocks in November</p>

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			<p>Formal marking of coursework and practical observation in March</p> <p>AC 3.1. AC 3.2 AC 3.3 AC 3.4 AC 3.5</p>
<p>2.4.1 Reviewing of dishes</p> <p>September – March</p>	<p>Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development.</p> <p>Areas to consider:</p> <ul style="list-style-type: none"> • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste 	<p>Suggest dishes for a food outlet at the holiday park (WJEC assignment brief) and be able to explain how a variety of factors influence whether they are feasible for the holiday park and how they meet the nutritional needs of their target audience.</p>	<p>Informal assessment through weekly practical and activity lessons</p> <p>AC 3.1. AC 3.2 AC 3.3 AC 3.4 AC 3.5</p> <p>Year 11 practical mocks in November</p> <p>Formal marking of coursework and practical observation in March</p> <p>AC 3.1. AC 3.2 AC 3.3 AC 3.4 AC 3.5</p>
<p>2.4.2 Reviewing own performance</p> <p>September – March</p>	<p>Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management. 	<p>Use a range of sensory analysis vocabulary and culinary terminology, to critically evaluate their dishes and own performance in a professional manner and with the customer in mind.</p>	<p>Students will verbally evaluate their performed after each practical with their peers / and teacher.</p> <p>Following a technical challenge lesson, students will be able to compare their performance against one another and share best practice and ideas.</p> <p>Formal marking of coursework and practical observation in March</p>