

## **Subject Curriculum Map: Catering Technical Award**

**Year Groups: 10 - 11 – September 2023**

**Exam Board: WJEC**

### **Assessment Method:**

**Unit 1 examination – Year 10/11 - Externally marked 40% of final grade**

**Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction**

**Unit 2 coursework – Year 10 through to Year 11 – internally marked and externally moderated – 60% of final grade**

**Grading: Vocational Awards are awarded on an 8-point scale: Level 2 Distinction\*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction\*, Level 1 Distinction, Level 1 Merit, Level 1 Pass.**

### **Curriculum Intent:**

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

### **Curriculum Implementation:**

Students have 5 lessons over a fortnight to complete both Unit 1 - The Hospitality and Catering Industry (Exam unit), Unit 2 - Hospitality and Catering in Action (Coursework unit)

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 - The Hospitality and Catering Industry

Unit 2 - Hospitality and Catering in Action

Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

### **Curriculum Impact:**

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills, and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work-related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment, or training.

Unit 1: The Hospitality and Catering Industry Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

Unit 1 title	<p><b><u>The hospitality and catering industry</u></b></p> <p>– Exam Unit – WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB</p>
Overview of unit	In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
Topics	<p>1.1 Hospitality and catering provision – Year 9</p> <p>1.2 How hospitality and catering providers operate – Year 9</p> <p>1.3 Health and safety in hospitality and catering – Year 10</p> <p>1.4 Food safety in hospitality and catering – Year 10</p>
<b>Unit 1 Examination section - Year 10 Year two of three-year approach 2023 - 2024</b>	
<b>Autumn 1 Themes, Concepts &amp; Ideas</b>	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.3.1 Health and safety in hospitality and catering provision</p> <p>1.3.2 Food Safety</p>
<p><b>Autumn 1 Knowledge and understanding</b></p> <p>1.3.1 Health and safety in hospitality and catering provision</p> <p>1.3.2 Food Safety</p>	<p>Learners should be aware of 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>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>Learners should know that employers are responsible for the health and safety training needs of all staff.</p>

	<p>Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:</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>• decide on what actions to take if something goes wrong</li> <li>• complete a HACCP document</li> <li>• complete records to show that procedures are working.</li> </ul> <p><i>Practical application of skills - practical cooking lessons</i></p>
<b>Autumn 1 continued Themes, Concepts &amp; Ideas</b>	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.4.1 Food related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p>1.4.4 The Environmental Health Officer (EHO)</p>
<b>Autumn 1 continued Knowledge and understanding</b> 1.4.1 Food related causes of ill health	<p>Learners should know that ill health could be caused by the following:</p> <ul style="list-style-type: none"> <li>• allergies</li> <li>• bacteria</li> <li>• chemicals</li> <li>• intolerances.</li> </ul> <p>Learners should know the following food poisoning causes:</p> <ul style="list-style-type: none"> <li>• bacillus cereus</li> <li>• campylobacter</li> <li>• clostridium perfringens</li> <li>• e-coli</li> <li>• listeria</li> <li>• salmonella</li> <li>• staphylococcus aureus.</li> </ul> <p>Learners should know and understand the following food related causes of ill health:</p> <p><b>Food allergies:</b></p> <ul style="list-style-type: none"> <li>• cereals (gluten)</li> <li>• crustaceans</li> </ul>

	<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>Learners should be aware of the following:</p> <ul style="list-style-type: none"> <li>• food labelling laws</li> <li>• food safety legislation</li> <li>• food hygiene</li> </ul> <p><b><i>Practical application of skills - practical cooking lessons</i></b></p>
<p><b>Autumn 2</b></p> <p><b>Knowledge and understanding</b></p> <p>1.4.2</p> <p>Symptoms and signs of food-induced ill health</p>	<p>Learners should know and understand the following symptoms of food induced ill health:</p> <p><b>Visible:</b></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> </ul>

	<ul style="list-style-type: none"> <li>• rash</li> <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><i><b>Practical application of skills - practical cooking lessons</b></i></p>
<p><b>Autumn 2 Knowledge and understanding</b> 1.4.3</p> <p>Preventative control measures of food-induced ill health</p>	<p>Learners should know and understand 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><i><b>Practical application of skills - practical cooking lessons</b></i></p>
<p><b>Autumn 2 Knowledge and understanding</b> 1.4.4</p> <p>The Environmental Health Officer (EHO)</p>	<p>Learners should know and understand 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><i><b>Practical application of skills - practical cooking lessons</b></i></p>
<p><b>Autumn 2 continued Knowledge and understanding – Unit 1 Revision</b></p>	<p><i><b>Preparation for WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB</b></i></p> <p>Revision - In this topic learners will gain knowledge and understanding of the following areas:</p>

	<p>1.1.1 Hospitality and catering providers</p> <p>1.1.2 Working in the hospitality and catering industry</p> <p>1.1.3 Working conditions in the hospitality and catering industry</p> <p>1.1.4 Contributing factors to the success of hospitality and catering provision</p> <p>Revision - In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.2.1 The operation of the front and back of house</p> <p>1.2.2 Customer requirements in hospitality and catering</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.3.1 Health and safety in hospitality and catering provision</p> <p>1.3.2 Food Safety</p> <p>Revision - In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.4.1 Food related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p><b><i>Practical application of skills - practical cooking lessons</i></b></p>
<p><b>Spring 1</b></p> <p><b>Knowledge and understanding – Unit 1 Revision</b></p>	<p><b>Revision - In this topic learners will gain knowledge and understanding of the following areas:</b></p> <p>1.1.1 Hospitality and catering providers</p> <p>1.1.2 Working in the hospitality and catering industry</p> <p>1.1.3 Working conditions in the hospitality and catering industry</p> <p>1.1.4 Contributing factors to the success of hospitality and catering provision</p> <p><b>Revision - In this topic learners will gain knowledge and understanding of the following areas:</b></p> <p>1.2.1 The operation of the front and back of house</p> <p>1.2.2 Customer requirements in hospitality and catering</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>In this topic learners will gain knowledge and understanding of the following areas:</p>

	<p>1.3.1 Health and safety in hospitality and catering provision</p> <p>1.3.2 Food Safety</p> <p><b>Revision - In this topic learners will gain knowledge and understanding of the following areas:</b></p> <p>1.4.1 Food related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p>1.4.4 The Environmental Health Officer (EHO)</p>
<b>January/February 2024</b>	<b>WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB</b>
<b>Unit 2 Coursework section - Year 10 Year two of three-year approach 2023 – 2024</b>	
Unit title	<p><b><u>Hospitality and catering in action</u></b> –</p> <p>This unit is internally assessed through controlled assessment.</p> <p>The assessment contributes 60% to the overall qualification grade.</p>
Overview of unit	<p>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"> <li>• the operation of the front and back of house</li> <li>• hospitality and catering provision to meet specific requirements</li> <li>• health and safety in hospitality and catering provision</li> <li>• food safety</li> <li>• preventative control measures of food-induced ill health.</li> </ul>
Topics	<p>2.1 The importance of nutrition</p> <p>2.2 Menu planning</p>
<b>Spring 2 Themes, Concepts &amp; Ideas</b>	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>2.1.1 Understanding the importance of nutrition</p> <p>2.1.2 How cooking methods can impact on nutritional value</p>
<b>Spring 2</b>	Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:



<p><b>Knowledge and understanding</b></p> <p>2.1.1 Understanding the importance of nutrition</p>	<p>Macro-nutrients:</p> <ul style="list-style-type: none"> <li>• carbohydrate</li> <li>• fat</li> <li>• protein.</li> </ul> <p>Micro-nutrients:</p> <p>Vitamins:</p> <ul style="list-style-type: none"> <li>• fat soluble vitamin A and vitamin D</li> <li>• water soluble: vitamin B group and vitamin C.</li> </ul> <p>Minerals:</p> <ul style="list-style-type: none"> <li>• calcium</li> <li>• iron</li> <li>• sodium</li> <li>• potassium</li> <li>• magnesium</li> <li>• dietary fibre (NSP)</li> <li>• water.</li> </ul> <p>Learners should be able to apply their knowledge of nutrition to:</p> <p>Different life-stages:</p> <ul style="list-style-type: none"> <li>• adults; early, middle, late (elderly)</li> <li>• children; babies, toddlers, teenagers.</li> </ul> <p>Special dietary needs for individuals who:</p> <ul style="list-style-type: none"> <li>• require different energy requirements based on lifestyle, occupation, age or activity level</li> <li>• require special diets</li> <li>• have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency</li> <li>• have dietary requirements, such as religious beliefs</li> </ul> <p>are pescatarians, vegetarians, vegans.</p> <p><b><i>Practical application of skills - practical cooking lessons</i></b></p>
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<p><b>Spring 2</b>  <b>Knowledge and understanding</b>  <b>2.1.2</b>  <b>How cooking methods can impact on nutritional value</b></p>	<p>Learners should know and understand how the following cooking methods impact on nutritional value:</p> <ul style="list-style-type: none"> <li>• boiling</li> <li>• frying</li> <li>• grilling</li> <li>• poaching</li> <li>• roasting</li> <li>• steaming</li> <li>• baking</li> <li>• stir-frying.</li> </ul> <p><i><b>Practical application of skills - practical cooking lessons</b></i></p>
<p><b>Summer 1 and 2</b>  <b>Themes, Concepts &amp; Ideas</b></p>	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>2.2.1 Factors affecting menu planning</p>
<p><b>Summer 1 and 2</b>  <b>Knowledge and understanding</b>  <b>2.2.1 Factors affecting menu planning</b></p>	<p>Learners should be aware of the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets/current nutritional advice</li> <li>• time of day</li> <li>• clients/customers.</li> </ul> <p>Learners should know and understand the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.</li> <li>• skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer.</li> <li>• 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.</li> <li>• environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? Learners should know and understand the following terms: <ul style="list-style-type: none"> <li>• reduce</li> <li>• reuse</li> <li>• recycle</li> <li>• sustainability</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>time of year – seasonality of commodities.</li> <li>organoleptic qualities.</li> </ul> <p><i>Practical application of skills - practical cooking lessons</i></p>					
<b>May/June 2024 RESIT OPPORTUNITY</b>	<b>WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB</b>					
<b>Year 10</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>1.SMSC</b>	<p>Reflecting on issues concerning the Hospitality and Catering industry in relation to individuals' health.</p> <p>Promoting healthy lifestyles with an understanding of correct nutritional intake.</p> <p>Promoting safe practices within an industry-based environment.</p> <p>Responding to customer needs and requirements.</p> <p>Industry standards – ensuring provision of correct services for all customers within the hospitality and catering service.</p> <p>Pupils are exposed to and practice the different ways food can be prepared and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals' thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection.</p>					
<b>2.Skills For life</b>	<p>Skills required for independent learning and development.</p> <p>A range of generic and transferable skills.</p> <p>The ability to solve problems.</p> <p>The skills of project-based research, development, and presentation.</p> <p>The fundamental ability to work alongside other individuals, in a professional environment.</p> <p>Self-evaluation – assessment and understanding of own development and progress.</p> <p>Resilience – being able to work within guided time constraints to set deadlines.</p> <p>Independent Learner – coursework tasks</p>					
<b>3.FBV</b>	<p><b><u>Democracy</u></b></p> <p>Team working.</p> <p>Equal opportunities to fully partake in all activities and tasks.</p> <p><b><u>The rule of law-</u></b></p> <p>Classroom rules. Health and safety within a kitchen environment.</p> <p><b><u>Individual Liberty</u></b></p>					

	<p>Individual's right to learn in an educational environment. Freedom to explore individual ideas both academic and creative – demonstration of practical and academic skills through a range of classroom activities.</p> <p><b><u>Mutual Respect</u></b> providing the opportunity for students to express their views in a safe environment, within the context of written responses and class discussions.</p> <p><b><u>Tolerance</u></b> Value differences in faith and cultural influences within the catering and hospitality industry and the wider society. Appreciate and understand social development in food and nutrition.</p>
<b>Stretch &amp; challenge Literacy</b>	<p><b><u>Examination Theory/Revision</u></b> <i><b>Extended writing questions</b></i> - select and communicate detailed knowledge and thorough understanding of the hospitality sector. <i><b>Evaluation and analysis techniques</b></i> - Use analysis and evaluation when, reviewing and adapting practical knowledge into theory responses. <i><b>Theory work within lessons</b></i> - present information clearly and accurately, making reasoned judgements. <i><b>Knowledge and understanding</b></i> – Application of relevant knowledge and understanding in a range of theory questions. To give appropriate responses demonstrating an understanding of the factors affecting the hospitality and catering industry. <i><b>Application of theory</b></i> - To demonstrate high levels of skills in effectively processing information on the hospitality and catering sector <b><u>Coursework –</u></b> <b><i>TASK 1a</i></b> – Max Marks 8 - Higher level grade awarded – An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a highly effective analysis of the brief resulting in a fully-considered recommendation of dishes</li> <li>• a detailed and effective assessment of how each dish meets the nutritional needs of the two types of customer</li> <li>• full consideration to the requirements of the task.</li> </ul> <p><b><i>TASK 1b</i></b> – Max Marks 4 - Higher level grade awarded - a fully developed explanation of the impact of cooking methods on the nutritional value of the chosen dishes.</p> <p><b><i>TASK 2a</i></b> – Max Marks 8 - Higher level grade awarded - The candidate has demonstrated excellent analysis and evaluation of the factors that affected their choice of dishes by:</p> <ul style="list-style-type: none"> <li>• discussing a wide range of factors</li> <li>• fully considering how each relevant factor affected their choice of dishes</li> <li>• clearly demonstrating the decision-making process for the choice of each dish.</li> </ul>

<b>Key assessment focus, suggested assessments</b>	Autumn 1 ½ term monitoring ATL. <ul style="list-style-type: none"> <li>• Self-assessment of practical work.</li> <li>• Theory books assessed – STAR.</li> </ul>	Autumn 2 ½ term monitoring ATL. <ul style="list-style-type: none"> <li>• Self-assessment of practical work.</li> <li>• Theory books assessed – STAR</li> <li>• <b>Mock Exam for Unit 1</b></li> </ul>	Spring 1 ½ term monitoring ATL. <ul style="list-style-type: none"> <li>• Self-assessment of practical work</li> <li>• Theory books assessed - STAR</li> </ul>	Spring 2 ½ term monitoring ATL. <ul style="list-style-type: none"> <li>• Self-assessment of practical work.</li> <li>• Theory books assessed – STAR</li> <li>• <b>Mock Exam – Unit 1 resit students only</b></li> </ul>	Summer 1 ½ term monitoring ATL. <ul style="list-style-type: none"> <li>• Self-assessment of practical work.</li> <li>• Coursework feedback.</li> <li>• <b>Unit 1 – Final exam</b></li> </ul>	Summer 2 ½ term monitoring ATL. <ul style="list-style-type: none"> <li>• Self-assessment of practical work.</li> <li>• Coursework feedback</li> </ul>
<b>Visits/extra-curricular/ Special events</b>	Macmillan – charity fund raiser – Year 8 open evening Autumn 1 Stone food and Drink Festival – local event – Autumn 1 DofE Celebration evening – student catering event – Autumn 1 Lunchtime Revision/coursework Club room F8 Expert external visitors					
<b>Homework/Independent Learning</b>	Weekly homework set to enhance and consolidate learning in lessons – homework topics will follow scheme of work. Homework tasks/ independent study: Set tasks will vary in format – work sheets, research tasks, organisation of resources, exam questions and revision tasks.					

## Unit 2 Coursework section - Year 11 Year three of three-year approach 2023 – 2024

Unit title	<p><b><u>Hospitality and catering in action</u></b> –</p> <p>This unit is internally assessed through controlled assessment.</p> <p>The assessment contributes 60% to the overall qualification grade.</p>
Overview of unit	<p>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.</p> <p>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"> <li>• the operation of the front and back of house</li> <li>• hospitality and catering provision to meet specific requirements</li> <li>• health and safety in hospitality and catering provision</li> <li>• food safety</li> <li>• preventative control measures of food-induced ill health.</li> </ul>
Topics	<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>
<b>Autumn 1 Themes, Concepts &amp; Ideas</b>	<p>In this topic learners will gain knowledge and understanding of the following areas:</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>
<b>Autumn 1 Knowledge and understanding</b> 2.2.2 How to plan production	<p>2.2.2</p> <p>How to plan production</p> <p>Learners should be able to plan dishes for a menu and know and understand the following:</p> <ul style="list-style-type: none"> <li>• commodity list with quantities</li> <li>• contingencies</li> <li>• equipment list</li> <li>• health, safety and hygiene</li> <li>• quality points</li> <li>• sequencing/dove-tailing</li> <li>• timing</li> </ul>

	<ul style="list-style-type: none"><li>• mise en place</li><li>• cooking</li><li>• cooling</li><li>• hot holding</li><li>• serving</li><li>• storage.</li></ul> <p><i>Practical application of skills - practical cooking lessons</i></p>						
<p><b>Autumn 1 continued Knowledge and understanding</b></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>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.</p> <p>Learners should be able to demonstrate 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:</p> <p>Basic*</p> <p>Medium**</p> <p>Complex***</p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p> <table><tr><th><i>Preparation techniques:</i></th><th><i>Knife Techniques</i></th><th><i>Cooking Techniques</i></th></tr><tr><td><ul style="list-style-type: none"><li>• blending*</li><li>• beating*</li><li>• creaming**</li><li>• crimping***</li><li>• dehydrating**</li><li>• folding**</li><li>• grating*</li><li>• hydrating*</li><li>• juicing*</li><li>• kneading**</li><li>• laminating (pastry)***</li><li>• marinating*</li><li>• mashing*</li><li>• measuring**</li><li>• melting*</li></ul></td><td><ul style="list-style-type: none"><li>• chopping*</li><li>• bâton**</li><li>• chiffonade**</li><li>• brunoise***</li><li>• dicing**</li><li>• julienne***</li><li>• mincing***</li><li>• slicing**</li><li>• deboning***</li><li>• deseeding**</li><li>• filleting***</li><li>• peeling*</li><li>• segmenting***</li><li>• spatchcock**</li><li>• trimming*</li></ul></td><td><ul style="list-style-type: none"><li>• basting*</li><li>• baking**</li><li>• baking blind***</li><li>• blanching**</li><li>• boiling*</li><li>• braising**</li><li>• caramelising***</li><li>• chilling*</li><li>• cooling*</li><li>• deep fat frying***</li><li>• deglazing**</li><li>• dehydrating*</li><li>• emulsifying***</li><li>• freezing*</li><li>• frying**</li></ul></td></tr></table>	<i>Preparation techniques:</i>	<i>Knife Techniques</i>	<i>Cooking Techniques</i>	<ul style="list-style-type: none"><li>• blending*</li><li>• beating*</li><li>• creaming**</li><li>• crimping***</li><li>• dehydrating**</li><li>• folding**</li><li>• grating*</li><li>• hydrating*</li><li>• juicing*</li><li>• kneading**</li><li>• laminating (pastry)***</li><li>• marinating*</li><li>• mashing*</li><li>• measuring**</li><li>• melting*</li></ul>	<ul style="list-style-type: none"><li>• chopping*</li><li>• bâton**</li><li>• chiffonade**</li><li>• brunoise***</li><li>• dicing**</li><li>• julienne***</li><li>• mincing***</li><li>• slicing**</li><li>• deboning***</li><li>• deseeding**</li><li>• filleting***</li><li>• peeling*</li><li>• segmenting***</li><li>• spatchcock**</li><li>• trimming*</li></ul>	<ul style="list-style-type: none"><li>• basting*</li><li>• baking**</li><li>• baking blind***</li><li>• blanching**</li><li>• boiling*</li><li>• braising**</li><li>• caramelising***</li><li>• chilling*</li><li>• cooling*</li><li>• deep fat frying***</li><li>• deglazing**</li><li>• dehydrating*</li><li>• emulsifying***</li><li>• freezing*</li><li>• frying**</li></ul>
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	<ul style="list-style-type: none"> <li>• melting using bain-marie***</li> <li>• mixing**</li> <li>• piping*** <ul style="list-style-type: none"> <li>• proving*</li> </ul> </li> <li>• puréeing**</li> <li>• rub-in**</li> <li>• rolling **</li> <li>• shaping***</li> <li>• shredding*</li> <li>• sieving*</li> <li>• skinning**</li> <li>• tenderising*</li> <li>• toasting(nuts/seeds) **</li> <li>• unmoulding***</li> <li>• weighing**</li> <li>• whisking(aeration)***</li> <li>• zesting*</li> </ul>		<ul style="list-style-type: none"> <li>• griddling** <ul style="list-style-type: none"> <li>• grilling*</li> </ul> </li> <li>• pickling**</li> <li>• poaching***</li> <li>• reduction**</li> <li>• roasting**</li> <li>• sautéing**</li> <li>• setting**</li> <li>• skimming*</li> <li>• steaming**</li> <li>• stir-frying**</li> <li>• tempering***</li> <li>• toasting* <ul style="list-style-type: none"> <li>• water-bath (sous-vide) **</li> </ul> </li> </ul>
	<p><b>2.3.2</b></p> <p>Presentation techniques</p> <p>Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:</p> <p><b>Presentation techniques:</b></p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control</li> <li>• accompaniments.</li> </ul> <p><b>2.3.3</b> Food safety practices</p> <p>Learners should 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.</p>		
<b>October 2023</b>	<b>Year 11 – Practical Catering Exam – Internally marked assessment – PART OF FINAL UNIT 2 COURSEWORK GRADE</b>		
<b>Autumn 2</b>	<b><u>The hospitality and catering industry</u></b>		



Unit 1 title	– Exam Unit – WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB
Overview of unit	In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
Topics	1.1 Hospitality and catering provision 1.2 How hospitality and catering providers operate 1.3 Health and safety in hospitality and catering 1.4 Food safety in hospitality and catering
<b>Autumn 2 and spring 1 Themes, Concepts &amp; Ideas Spring 1</b>	1.1 Hospitality and catering provision 1.2 How hospitality and catering providers operate 1.3 Health and safety in hospitality and catering 1.4 Food safety in hospitality and catering
<b>Autumn 2 and spring 1 Knowledge and understanding</b>	<p><b>Preparation for WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB</b></p> <p>Revision - In this topic learners will gain knowledge and understanding of the following areas:</p> 1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision <p>Revision - In this topic learners will gain knowledge and understanding of the following areas:</p> 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements <p>In this topic learners will gain knowledge and understanding of the following areas:</p> 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety <p>Revision - In this topic learners will gain knowledge and understanding of the following areas:</p>

	<p>1.4.1 Food related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p><i>Practical application of skills - practical cooking lessons</i></p>
<b>January/February 2024</b>	<b>WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB</b>
<b>Unit 2 Coursework section - Year 11 Year three of three-year approach 2023 – 2024</b>	
Spring 2 Unit title	<p><b><u>Hospitality and catering in action</u></b> –</p> <p>This unit is internally assessed through controlled assessment.</p> <p>The assessment contributes 60% to the overall qualification grade.</p>
Overview of unit	<p>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.</p> <p>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"> <li>• the operation of the front and back of house</li> <li>• hospitality and catering provision to meet specific requirements</li> <li>• health and safety in hospitality and catering provision</li> <li>• food safety</li> </ul> <p>preventative control measures of food-induced ill health.</p>
Topics	<b>2.4</b> Evaluating cooking skills
<b>Spring 2 Themes, Concepts &amp; Ideas</b> 2.4 Evaluating cooking skills	<p><b>2.4</b> Evaluating cooking skills - In this topic learners will gain skills knowledge and understanding of:</p> <p><b>2.4.1</b> Reviewing of dishes</p> <p><b>2.4.2</b> Reviewing own performance</p>
<b>Spring 2 Knowledge and understanding</b> <b>2.4.1</b> Reviewing of dishes	<p><b>2.4.1</b> Reviewing of dishes</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. Areas to consider:</p> <ul style="list-style-type: none"> <li>• dish production</li> </ul>

<div>2.4.2</div> <div>Reviewing own performance</div>	<div><ul style="list-style-type: none"><li>• dish selection</li><li>• health and safety</li><li>• hygiene</li><li>• improvements</li><li>• organoleptic</li><li>• presentation</li><li>• waste.</li></ul></div> <div>2.4.2 Reviewing own performance</div> <div>Learners should be able to identify personal strengths and weaknesses relating to:</div> <div><ul style="list-style-type: none"><li>• decision making</li><li>• organisation</li><li>• planning – including the advantages and disadvantages of chosen options and how they meet specific needs</li><li>• time management.</li></ul></div>					
<div>May/June 2024</div> <div>RESIT</div> <div>OPPORTUNITY</div>	<div>WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB</div>					
<div>Summer 1</div> <div>Themes, Concepts &amp; Ideas</div> <div>Summer 1</div> <div>Knowledge and understanding</div>	<div>1.1 Hospitality and catering provision - Revision</div> <div>1.2 How hospitality and catering providers operate - Revision</div> <div>1.3 Health and safety in hospitality and catering - Revision</div> <div>1.4 Food safety in hospitality and catering - Revision</div>					
<div>Summer 2 Exam Season</div>						
<div>Year11</div>	<div>Autumn 1</div>	<div>Autumn 2</div>	<div>Spring 1</div>	<div>Spring 2</div>	<div>Summer 1</div>	<div>Summer 2</div>
<div>1.SMSC</div>	<div>Reflecting on issues concerning the Hospitality and Catering industry in relation to individuals’ health.</div> <div>Promoting healthy lifestyles with an understanding of correct nutritional intake.</div> <div>(Assignment criteria)</div> <div>Self-motivation – extended coursework project regarding exam preparation - Final Practical exam.</div>				<div>Exam Period</div>	<div>Exam Period</div>

	<p>Pupils are exposed to and practice the different ways food can be prepared and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals’ thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity – through extended coursework project – responding to assignment criteria.</p> <p>Fostering personal reflection.</p> <p>Fostering independence - Independent learner – coursework activities.</p> <p>Self-motivation – identifying key areas of study for coursework improvement.</p> <p>Acceptance of other individuals’ thoughts and ideas.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection- responding to feedback.</p> <p>Group work.</p> <p>Self-assessment.</p> <p>Peer assessment.</p>		
<b>2.Skills For life</b>	<p>Skills required for independent learning and development.</p> <p>A range of generic and transferable skills.</p> <p>The ability to solve problems.</p> <p>The skills of project-based research, development and presentation</p> <p>The fundamental ability to work alongside other professionals, in a professional environment.</p>	<u><b>Exam Period</b></u>	<u><b>Exam Period</b></u>
<b>3.FBV</b>	<p><u><b>Democracy</b></u></p> <p>Team working.</p> <p>Equal opportunities to fully partake in all activities and tasks.</p> <p><u><b>The rule of law-</b></u></p> <p>Classroom rules. Health and safety within a kitchen environment.</p> <p><u><b>Individual Liberty</b></u></p> <p>Individual’s right to learn in an educational environment.</p> <p>Freedom to explore individual ideas both academic and creative – demonstration of practical and academic skills through a range of classroom activities.</p> <p><u><b>Mutual Respect</b></u></p>	<u><b>Exam Period</b></u>	<u><b>Exam Period</b></u>

	<p>providing the opportunity for students to express their views in a safe environment, within the context of written responses and class discussions.</p> <p><b><u>Tolerance</u></b></p> <p>Value differences in faith and cultural influences within the catering and hospitality industry and the wider society.</p> <p>Appreciate and understand social development in food and nutrition.</p>		
<b>Stretch &amp; challenge Literacy</b>	<p><b><u>Examination Theory/Revision</u></b></p> <p><b><i>Extended writing questions</i></b> - select and communicate detailed knowledge and thorough understanding of the hospitality sector.</p> <p><b><i>Evaluation and analysis techniques</i></b> -</p> <p>Use analysis and evaluation when, reviewing and adapting practical knowledge into theory responses.</p> <p><b><i>Theory work within lessons</i></b> - present information clearly and accurately, making reasoned judgements.</p> <p><b><i>Knowledge and understanding</i></b> –</p> <p>Application of relevant knowledge and understanding in a range of theory questions. To give appropriate responses demonstrating an understanding of the factors affecting the hospitality and catering industry.</p> <p><b><i>Application of theory</i></b> - To demonstrate high levels of skills in effectively processing information on the hospitality and catering sector</p> <p><b><u>Coursework –</u></b></p> <p><b><i>TASK 1a</i></b> – Max Marks 8 - Higher level grade awarded – An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a highly effective analysis of the brief resulting in a fully-considered recommendation of dishes</li> <li>• a detailed and effective assessment of how each dish meets the nutritional needs of the two types of customer</li> <li>• full consideration to the requirements of the task.</li> </ul> <p><b><i>TASK 1b</i></b> – Max Marks 4 - Higher level grade awarded - a fully developed explanation of the impact of cooking methods on the nutritional value of the chosen dishes.</p> <p><b><i>TASK 2a</i></b> – Max Marks 8 - Higher level grade awarded - The candidate has demonstrated excellent analysis and evaluation of the factors that affected their choice of dishes by:</p>	<b><u>Exam Period</u></b>	<b><u>Exam Period</u></b>

	<ul style="list-style-type: none"> <li>• discussing a wide range of factors</li> <li>• fully considering how each relevant factor affected their choice of dishes</li> <li>• clearly demonstrating the decision-making process for the choice of each dish.</li> </ul> <p><b>Task 2b</b> – Max Marks 10 – Higher level grade awarded - An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• highly effective application of knowledge and understanding of production planning, resulting in a fully developed plan which:</li> <li>• is sequenced with accurate timings, and detailed instruction for mise en place, cooking, cooling, hot holding, serving and storage</li> <li>• is clearly presented in an easy to follow format</li> <li>• incorporates highly effective contingencies for all situations</li> <li>• provides a detailed and effective commodity list with quantities.</li> <li>• detailed and effective consideration with regards to health, safety and hygiene, and quality points.</li> </ul> <p><b>Task 3a to 3d</b> – assessed on practical application of skills</p> <p><b>3a Max Marks – 8 - candidate demonstrates:</b> highly effective application of knowledge and understanding of how to work safely, following:</p> <ul style="list-style-type: none"> <li>• correct food safety practices and procedures</li> <li>• correct hygiene practices and procedures</li> <li>• ability to use equipment and facilities safely at all times</li> <li>• highly effective consideration with regards to health, safety and hygiene, and quality points throughout the practical assessment.</li> </ul> <p><b>3b Max Marks – 24 - candidate demonstrates:</b> Excellent application of knowledge and understanding in the use of preparation and knife techniques.</p> <ul style="list-style-type: none"> <li>• The candidate demonstrates a range of predominantly complex level preparation and knife techniques which are used effectively with speed and precision.</li> <li>• No guidance is required.</li> </ul> <p><b>3c Max Marks - 26 - candidate demonstrates:</b> excellent application of knowledge and understanding of cooking.</p>		
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	<ul style="list-style-type: none"> <li>The candidate demonstrates a range of predominantly complex cooking techniques which are used effectively with speed and precision.</li> <li>No guidance is required</li> </ul> <p><b>3d Max Marks - 8 - The candidate demonstrates</b> a range of presentation techniques with precision.</p> <ul style="list-style-type: none"> <li>Presentation is fully appropriate for the establishment set out in the brief.</li> </ul> <p><b>Task 4a – Max Marks - 12 - The candidate has demonstrated</b> excellent analysis and evaluation in their assessment of the production of the presented dishes by:</p> <ul style="list-style-type: none"> <li>providing a highly effective review of the production of the presented dishes</li> <li>fully considering the planning, preparation and cooking</li> <li>providing a highly effective analysis of dish selection and production</li> <li>providing clear judgement regarding the organoleptic qualities of the dishes</li> <li>fully considering health, safety, hygiene and food waste</li> <li>presenting clear conclusions relating to improvements, areas of success and future development.</li> </ul> <p><b>Task 4b – Max Marks – 12 - The candidate has demonstrated</b> excellent analysis and evaluation in reviewing their own performance by:</p> <ul style="list-style-type: none"> <li>producing a highly effective review of own performance of the production of the presented dishes</li> <li>fully considering the identification of strengths and weaknesses</li> <li>providing a clear judgement regarding decision making and the advantages and disadvantages of the chosen dishes and how they meet the specific needs of the customers identified in the brief</li> <li>fully considering time management and organisation</li> <li>presenting detailed and effective conclusions.</li> </ul>					
<b>Key assessment focus, suggested assessments</b>	Autumn 1  ½ term monitoring ATL. Self-assessment of practical work – Coursework	Autumn 2  ½ term monitoring ATL. Self-assessment of practical work –	Spring 1 ½ term monitoring ATL. Self-assessment of practical work –	Spring 2 ½ term monitoring ATL. <b>Final submission of unit 2 coursework.</b>	<b>Exam Period</b>  Unit 1 – written exam - resit	<b>Exam Period</b>

	feedback assessed – STAR <b>Final Practical Catering exam – assessment towards Unit 2 final grade – 3-hour practical exam.</b>	Coursework feedback assessed – STAR <b>Unit 1 Year 11 Mock - STAR</b>	Coursework feedback assessed - STAR Setting of personal targets <b>Unit 2 coursework final feedback</b>			
<b>Visits/extra-curricular/ Special events</b>	Macmillan – charity fund raiser – Year 8 open evening Autumn 1 Stone food and Drink Festival – local event – Autumn 1 Lunchtime Revision/coursework Club room F8 Expert external visitors				<u><b>Exam Period</b></u>	<u><b>Exam Period</b></u>
<b>Homework/Independent Learning</b>	Weekly homework set to enhance and consolidate learning in lessons – homework topics will follow scheme of work. Homework tasks/ independent study: Set tasks will vary in format – work sheets, research tasks, organisation of resources, exam questions and revision tasks.				<u><b>Exam Period</b></u>	<u><b>Exam Period</b></u>