



<p><b>Term 1b Key questions:</b> <b>Can students;</b></p> <ol style="list-style-type: none"> <li>1. Identify the composition and value of the main foods in the diet</li> <li>2. Discuss the reasons why people cook food and apply the various methods in preparing food?</li> <li>3. Identify types and functions of convenience foods? Identify types of packaging, Materials and discuss advantages and disadvantages and information and reasons for labelling.</li> </ol>	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1. Composition and value of the main foods in the diet</li> <li>2. Sources of proteins (dairy products, eggs, fish, meat, soya); cereals (maize, millets, oats, rice, wheat); fruits and vegetables, including pulses and nuts; fats and oils.</li> <li>3. Cooking of food – Transfer of heat by conduction, convection and radiation. Principles involved in the different methods of cooking – Reasons for cooking food. Sensory properties of food. Effect of dry and moist heat on proteins, fats and oils, sugars and starches, and vitamins to include. Economical use of food, equipment, fuel and labour.</li> <li>4. Convenience food- Foods partly or totally prepared by a food manufacture</li> <li>5. Food additives – types and function.</li> <li>6. Packaging – types, materials used, advantages and disadvantages.</li> <li>7. Labelling – information found on labels, reasons for it.</li> </ol>	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. End of topic test <b>on</b> Sources of proteins, cereals, fruits and vegetable, cooking of food, Convenience food, Food additives, Packaging and Labelling.</li> <li>2. Practical Task - Convenience food</li> </ol>	<p><b>Weight:</b></p> <p><b>50%</b></p> <p><b>50%</b></p>
<p><b>Term 2a Key questions:</b> <b>Can students;</b></p> <ol style="list-style-type: none"> <li>1. Measure accurate proportions for ingredients?</li> <li>2. Apply the basic proportions and methods of making biscuits, pastries, sauces and batters?</li> </ol>	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1. Basic proportions and methods of making <b>Biscuits</b>, cookies, scones and cakes made by creaming, melting, one-stage, rubbing-in and whisking methods. <b>Pastries</b> – short crust, flaky and rough puff. <b>Sauces</b> – pouring and coating; roux and blended methods. <b>Batters</b> – thin (pouring) and coating. Sweet and savoury yeast products.</li> </ol>	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. End of topic test on basic proportions and methods of making a food product.</li> <li>2. Practical Task - Pastries</li> </ol>	<p><b>Weight:</b></p> <p><b>50%</b></p> <p><b>50%</b></p>

<p><b>Term 2b Key questions:</b> <b>Can students;</b></p> <ol style="list-style-type: none"> <li>1. Identify and discuss raising agents and ways how these can be introduced into a mixture?</li> <li>2. Explain food spoilage and hygiene in the handling and storage of food.</li> </ol>	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1. Raising agents- Air, carbon dioxide, and water vapour. Ways of introducing these gases into a mixture (to include bicarbonate of soda, baking powder, yeast).</li> <li>2. Food spoilage and hygiene in the handling and storage of food- Action of enzymes, bacteria, yeasts and moulds. Personal, food and kitchen hygiene, including food hygiene in shops and markets. Food storage at home, refrigeration, waste disposal</li> </ol>	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. End of topic test on raising agents, food spoilage and hygiene, food storage.</li> <li>2. Practical Task - <b>Biscuits</b></li> </ol>	<p><b>Weight:</b></p> <p><b>50%</b></p> <p><b>50%</b></p>
<p><b>Term 3a Key questions:</b> <b>Can students;</b></p> <ol style="list-style-type: none"> <li>1. Explain reasons for preserving food. Methods of preservation and an understanding of the principles involved?</li> <li>2. Identify key points involved in milk pasteurisation and sterilisation and in the production of UHT milk, evaporated and condensed milk, and dried milk?</li> <li>3. Discuss the use of enzymes and bacteria in the manufacture of cheese and yoghurt?</li> </ol>	<p><b>Content:</b> <b>Food preservation-</b></p> <ol style="list-style-type: none"> <li>1. Reasons for preserving food. Methods of preservation and an understanding of the principles involved:</li> <li>2. Key points involved in milk pasteurisation and sterilisation and in the production of UHT milk, evaporated and condensed milk, and dried milk. The use of enzymes and bacteria in the manufacture of cheese and yoghurt</li> </ol>	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. End of topic test on food preservation, enzymes and bacteria</li> <li>2. Practical Task - Kitchen planning</li> </ol>	<p><b>Weight:</b></p> <p><b>50%</b></p> <p><b>50%</b></p>

<p><b>Term 3b Key questions:</b> <b>Can students;</b> Organise cooking area and equipment for efficient work?</p>	<p><b>Content:</b> 1. Kitchen planning Organisation of cooking area and equipment for efficient work. Choice, use and care of: work surfaces ,flooring, walls and wall coverings, lighting, ventilation</p>	<p><b>Assessment:</b> 1. Practical Task - Kitchen planning- Organisation of cooking area and equipment 2. End of unit test</p>	<p><b>Weight:</b> 50% 50%</p>
<p><b>Term 1a Key questions:</b> <b>Can students;</b> Discuss Choice, use and care of work surfaces, flooring, walls and wall coverings, lighting, ventilation?</p>	<p><b>Content:</b> 2. Kitchen planning Organisation of cooking area and equipment for efficient work. Choice, use and care of: work surfaces ,flooring, walls and wall coverings, lighting, ventilation</p>	<p><b>Assessment:</b> 1. Practical Task - Kitchen planning- Organisation of cooking area and equipment for efficient work. 2. End of unit test</p>	<p><b>Weight:</b> 50% 50%</p>
<p><b>Term 1b Key questions:</b> <b>Can students;</b> 1. Identify, select and use different kinds of Kitchen equipment?</p>	<p><b>Content:</b> 1. Kitchen equipment 2. Choice, use and care of: modern and traditional cookers, thermostatic control and automatic time-controlled ovens, microwave ovens, slow electric cook pots, refrigerators and freezers, small kitchen equipment, e.g. knives, pan, small electrical kitchen equipment, e.g. food processors, electric kettles Advantages and disadvantages of microwave ovens.</p>	<p><b>Assessment:</b> 1. End of unit test - Kitchen equipment Choice, use and care of modern and traditional cookers 2. Practical Task - Kitchen planning- Organisation of cooking area and equipment for efficient work.</p>	<p><b>Weight:</b> 50% 50%</p>
<p><b>Term 2a Key questions:</b> <b>Can students;</b> 1. Discuss and practice Kitchen safety, simple first aid- and show awareness of potential danger areas in the kitchen. Safety precautions. First aid for burns and scalds, cuts, electric shock, fainting, shock?</p>	<p><b>Content:</b> <b>Kitchen safety, simple first aid-</b> Awareness of potential danger areas in the kitchen. Safety precautions. First aid for burns and scalds, cuts, electric shock, fainting, shock.</p>	<p><b>Assessment:</b> Mock exam</p>	<p><b>Weight:</b> 100%</p>

<p><b>Term 2b Key questions:</b>  <b>Can students;</b></p> <ol style="list-style-type: none"> <li>1. Discuss a logical sequence of work?</li> <li>2. Identify the method for each dish clearly?</li> <li>3. Follow prescribed time for cleaning and dish-washing at convenient points in the plan?</li> <li>4. Give a sensible guide as to the time that they have allowed for serving meals, in the correct order of courses?</li> <li>5. List the correct total quantities of ingredients needed under the correct headings and list any special equipment and serving dishes that they need?</li> </ol>	<p><b>Content:</b>  <b>Practical Test</b></p> <ol style="list-style-type: none"> <li>1. Sequence of practical work</li> <li>2. Practical method for making a specific dish</li> <li>3. Types of ingredients</li> <li>4. Quantities of ingredients</li> <li>5. Kitchen Equipment</li> <li>6. Kitchen safety</li> <li>7. Presentation</li> </ol>	<p><b>Assessment:</b>  <b>Practical test</b></p>	<p><b>Weight:</b>  <b>100%</b></p>
<p><b>Term 3a Key questions:</b>  Can students choose dishes that meet the requirements of the specific c tasks and that:</p> <ol style="list-style-type: none"> <li>1. show a variety of skills and processes</li> <li>2. Combine to form well-balanced meals</li> </ol>	<p><b>Content:</b>  <b>Practical Test administration</b></p> <ol style="list-style-type: none"> <li>1. Sequence of practical work</li> <li>2. Practical method for making a specific dish</li> <li>3. Types of ingredients</li> <li>4. Quantities of ingredients</li> <li>5. Kitchen Equipment</li> <li>6. Kitchen safety</li> <li>7. Presentation</li> </ol>	<p><b>Assessment:</b>  <b>Practical exam</b></p>	<p><b>Weight:</b>  <b>100%</b></p>

<p>3. Have attractive appearance 4. Show thought for economy in fuel and food 5. Show an awareness of the time available for cooking and serving.</p>			
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