GCSE Food Preparation and Nutrition (OCR)

Course Intent

Food Preparation and Nutrition at Ecclesbourne School aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. This subject will encourage students to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enables them to feed themselves and others affordably, now and in later life.

The qualification aims to develop strong practical cookery skills and techniques as well as a good understanding of nutrition. Students who learn to cook well are more likely to make better food choices and understand healthy eating. Students will discover the essentials of food science, nutrition and how to cook. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food.

The GCSE specification in Food Preparation and Nutrition enables students to make the connections between theory and practice so that they are able to apply their understanding of food and nutrition to practical cooking. Therefore the course is largely taught around practical lessons. The intention is that knowledge and understanding are improved when preparing and making a dish. When students can visually see and use techniques and skills this facilitates learning.

The course is composed of 4 sections

Component title	Content overview
A. Nutrition	Students develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks. Students understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
B. Food	Food provenance Food choice Students understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
C. Cooking and food preparation	Students demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
D. Skill requirements:	preparation and cooking techniques Students demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. Students understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Students will have previous experience of Food technology in KS3 as part of the National Curriculum. This foundation lends itself to then developing and mastering both practical skills and theoretical understanding. In Year 10 students will have 3 hours of teaching a week, including

a 2 hour lesson, to allow for the development of higher level practical skills. In Year 11 the focus moves to the completion of the NEA (Non Examined Assessment) which accounts for 50% of the GCSE.

OCR GCSE (9-1) Food Preparation and Nutrition

Overview of Year 10

Intent	Implementation	Practical dish	Skills
Autumn half term 1			
Introduction to the GCSE	Knife skills, judge and manipulate sensory properties	Pupils to use carrots and to cut into dice, batons, julienne, brunoise	
		Leek and Potato Soup and Soda Bread	Veg prep, methods of cookery – Hob, raising agents – Bicarbonate of soda, Making a dough IRELAND
How cereals, sugars, fruits and veg are grown Classification of fruits and vegetables	Building on prior learning the students will broaden their knowledge and have a greater understanding of Food provenance		

		Sweet & Sour chicken using chicken fillets or thighs Cook Noodles	Using raw meat, veg prep, Sauces using cornflour, Methods of cookery – Stirfry CHINESE
Advantages and disadvantages of locally produced and seasonal foods	Increasingly relevant post Brexit and Covid this allows students to understand the relevance and importance of when, where and how their food is produced		
		Joint a chicken and make chicken chasseur	Using raw meat, knife skills, sauce : reduction, veg prep FRANCE
How meat and poultry are reared including classification and animal welfare (Red Tractor, RSPCA assured, Egg categories)	Building on previous knowledge in KS3 students will be mindful how animals are reared and produced. Particularly topic as individuals increasingly reflect on their diets and the increase in demand for plant based diets		
		Own choice using a meat of your choice	Using raw meat, knife skills, Food preparation skills
Where and how they are reared: intensive farming methods, Organic products, free-range products, rearing of the animals	Students will question the reliance on food in this country from foreign suppliers and their quality control procedures.		

		Quiche Lorraine or Egg custard	Making a dough – Shortcrust pastry, Set a mixture – using eggs (Coagulation), Blind baking, preparation techniques – Grating, Using raw meat FRANCE
How wheat is milled and processed to produce flour Primary processing and Secondary processing How flour is used to make into bread and pasta	Now students understand how food is produced they will then consider how it is processed into other products		
		Naan bread and chicken tikka INDIAN	
Primary processing of milk Varieties of milk How milk is processed to produce butter, cream,	An important aspect of The Eatwell guide students will understand how dairy products are processed into secondary products		
		Make butter, scones and own jam (preservation)	Preservation, methods of cookery –Rubbing in, making butter, use of an oven

How milk is processed to produce yoghurt and cheese Categories of cheese	Students will experience a number of different cheeses from the UK and other countries Cheese tasting –Cheshire UK –(Semi hard, Brie France -(Soft ripened), Cambozola Germany-(Blue), Cheddar UK (Hard), Mozzarella Italy-(Fresh)		
Autumn half term 2			
		Margherita Pizza	
Food processes and preservation methods that raw food undergoes in an industrial and domestic setting High Temperature methods pasteurisation, sterilisation (ultra heat treated (UHT) and canning) Low Temperature methods Freezing, cook-freeze/blast chilling and accelerated freeze-drying (AFD)	As consumers are increasingly aware of dairy alternatives students will taste dairy products and alternatives to understand the differences in taste and appearances of such products		

		Own product using a food that has been pasteurised, sterilised including canning, UHT or chilled	
Food processes and preservation methods that raw food undergoes in an industrial and domestic setting Dehydration, Drying and smoking Chemical preservation, Using acids, salt and sugar MAP/CAP, Vacuum packing	Students will consider how consumers can use products that have an extended shelf life due to its preservation method		
		Fish Pie	
Food security - The availability of food, the access to food, the individual's ability to utilise food Moral issues: how Fairtrade affects food producers and workers Ethical issues: relating to the development of genetically modified (GM) food	As consumers are increasingly aware of how their food is produced this cross curricular topic enables students to explore moral and ethical issues around food production		

		Own dish using a fairtrade ingredient	
Food security - Environmental issues: food waste, Carbon footprint, Food miles, Sustainability of resources	A further opportunity to reflect on how and where our food is produced both now and in the future		
		Own dish using a leftover food item e.g. Bread, Cheese, Cold chicken, Veg	
Technological developments to support better health and food production The advantages and disadvantages of fortification The use of additives Preservatives, antioxidants, colourings, flavourings and sweeteners, emulsifiers and stabilisers	Students will explore packaging and understand the increasing number of additives used in food as our eating habits change		
		Make mayonnaise and chicken goujons Meringues	Use raw meat, Emulsion, Coating, Fortification of flour Aeration

Thickeners, gelling agents, new and emerging foods.	Ongoing exploration of "new" foods and particularly how they can be used in practical products		
		Cheesecake with gelatin topping	Gelling agents Make a dough - biscuit
		Christmas cake decorating	
Spring half term 1			
Development of culinary traditions – Features and characteristics of British cuisine Recognise Traditional ingredients	Students will increase their knowledge and understanding of other cultures. Will focus on British herbs and Ingredients and spices of China, India, Italy		
Understand religious or cultural factors affecting the cuisine Traditional cooking methods and equipment Presentation styles and eating patterns Recognise how the traditional recipes have been adapted to suit today's society	Another important cross curricular link as a number of religious beliefs and traditions are explored. Also includes traditional equipment used and how these have been included in our evolving Multi cultural society		

		Victoria sandwich cake making own jam	Using raising agents, Methods of cookery –oven, Creaming method
Food choice can be affected by cost, enjoyment, preference, seasonality, availability, time of day, activity, celebration or occasion	With the increasing cost of food and changes in lifestyle students will understand what shapes and determines how different groups of people purchase their food		
		Lasagne making own pasta and cheese sauce to demonstrate roux method	Using raw meat, making a roux, making a dough - pasta
Consumer information, food labelling, marketing, food scares	Legal requirements determine what information is needed on packaging and particularly the importance of information after the recent misleading labelling of lasagne		
		Own dish for a celebration or occasion of your choice	

Food choice can be affected by related beliefs of major religions: Buddhism, Hinduism, Islam, Judaism, Rastafarianism and Sikhism Vegetarians (lacto-ovo, lacto, ovo and vegans), vegan, animal welfare, local produce, organic food	Students will develop their understanding of different religions and a broader range of ethical and moral choices that consumers make regarding their food choices		
		Pancakes for pancake day and Yorkshire pudding	Making a batter Raising agent – steam Methods of cookery –Hob, Oven
Why food is cooked Heat transfer through cooking methods including Conduction, convection and radiation	Some foods need to be cooked for safety reasons and to improve their flavour and texture. This topic considers how cooking food in a number of different ways affects the outcome of the food		
		Cooking onions using 6 methods	Knife skills Shaping Methods of cookery – Hob, Oven

Moist methods of cookery – Boiling & Simmering Using the oven –Dry/Moist Dry Fry, Shallow fry, Deep fry, Stir fry, Grilling, Microwaving	Further understanding of a number of techniques used to cook food		
		Chickpea, spinach and potato curry Falafel	
How cooking affects food nutritional value of foods, improves the sensory properties of food	An area of the specification that is increasingly important as consumers are more health aware and increasingly discerning about their food		
Spring half term 2			
		Sensory analysis on cheese tasting	
The importance of the senses of sight, taste, touch, smell and hearing and how they work when making food choices Preferential and sensory tasting panels	Sensory analysis and tasting of food to try and differentiate between a number of similar products		
		Cheese and herb Bread	

Food safety The conditions and control for bacterial growth The role of time, temperature, moisture and food availability Growth conditions and control for mould and yeast production Signs of food spoilage Natural decay, enzyme action and yeast production	Students consider how and where food should be stored and how bacteria can detrimentally affect foods.		
		Apple Pie with or without custard	
Labelling and date marks Storing food	Food safety rules are developed from KS3 including the preparation of foods		
		Viennese Biscuits	
Storing food Preparing food including rules for food hygiene			

		Whisked sponge / decorated whisked sponge	
Preventing food poisoning Cooking and serving food	Understanding how to prevent food poisoning when cooking and preparing food		
		Lemon meringue Pie	
Working characteristics and the functional and chemical properties of ingredient groups including Carbohydrates and Sugars	Continuing to understand how ingredients perform when cooked and their scientific use, focusing on Carbohydrates		
Summer half term 1			
Working characteristics and the functional and chemical properties of ingredient groups including Fats and Oils and Protein	Continuing to understand how ingredients perform when cooked and their scientific use, focusing on Fats, Oils and Protein		
		Tarte tatin with or without custard	

Working characteristics and the functional and chemical properties of ingredient groups including Acids, raising agents	Continuing to understand how ingredients perform when cooked and their scientific use, focusing on Acids and raising agents		
		Profiteroles	
The relationship between diet and health	The core principles of the course rely on understanding the impact of a healthy balanced diet		
		Shepherds Pie	
Nutritional and dietary needs of different groups of people	Students will explore and consider the nutritional needs of different groups of people		
		Own dish suitable for a self selected group	
Nutritional needs when selecting recipes for different groups of people	Students continue to apply their existing knowledge when choosing dishes for different groups of people		
		Own dish suitable for either Coeliac, Lactose intolerant or Nut allergy	

Energy balance	Students will investigate the energy requirements of a range of different groups of people		
Summer half term 2			
Protein	Nutritional understanding of protein and the foods that provide this nutrient including animal and vegetable protein		
		Own dish using a protein of your choice	
Fats	Nutritional understanding of fats and how we can look to reduce the level of intake in line with government guidelines		
		Fishcakes	
Carbohydrates	Nutritional understanding of Carbohydrates including starchy carbohydrates and simple carbohydrates		
		Own dish higher in fibre	

Vitamins	Nutritional understanding of fat and water soluble vitamins		
		Carrot Cake with cheese cream frosting	
Minerals	Nutritional understanding of minerals and the needs in the diet		
		Sausage challenge	
Water	The importance of water in the diet and how to prevent dehydration		
		Sausage challenge	
Nutrients in food	Investigating a range of foods and the different nutrients they provide		

Overview of Year 11

Intent – Complete NEA1 (15% of GCSE) and NEA2 (35% of GCSE)
Autumn half term 1
Implementation – NEA1 Exam set task on Sept 1st and will account for 15% of the GCSE **NEA2 Exam set task on Nov 1st and will account for 35% of the GCSE**
Introduce NEA1 and set up documentation on Computers. Complete front page
What is the task and how am I planning to complete this? Introduction /Plan (9 marks) Research
What is the task and how am I planning to complete this? Introduction /Plan (9 marks) Research
Aim for the investigation Choice of investigations with detailed explanations linking to the functional and chemical properties of the ingredients
Aim for the investigation Choice of investigations with detailed explanations and plan for investigation 1 linking to the functional and chemical properties of the ingredients
Investigation 1 (21 marks) Scientific investigation into all of the functional and chemical properties of a commodity/ ingredients for the task
Write up results from investigation 1

How did I complete the task? Learners will show: the method used for each investigation, the changes and adaptations made, logical sequence of working, completed records of observations and findings (this may include charts, graphs, photos and written descriptions).
Choice of investigations with detailed explanations and plan for investigation 2 linking to the functional and chemical properties of the ingredients
Investigation 2 (21 marks) Scientific investigation into all of the functional and chemical properties of a commodity/ ingredients for the task
Write up results from investigation 2 How did I complete the task? Learners will show: the method used for each investigation, the changes and adaptations made, logical sequence of working, completed records of observations and findings (this may include charts, graphs, photos and written descriptions).
Choice of investigations with detailed explanations and plan for investigation 3 linking to the functional and chemical properties of the ingredients
Investigation 3 (21 marks) Scientific investigation into all of the functional and chemical properties of a commodity/ ingredients for the task
Write up results from investigation 3 How did I complete the task? Learners will show: the method used for each investigation, the changes and adaptations made, logical sequence of working, completed records of observations and findings (this may include charts, graphs, photos and written descriptions).
Produce a comprehensive analysis (9 marks) with a wide range of opinions and viewpoints
Evaluation (5 marks) of observations and findings
NEA Task 2 Preparation and selection of task Complete Title page
Plan: Reasons for selection and choice of dishes relating to the task

Autumn half term 2
Dish 1 Justification Identification of skills and techniques Sensory/nutritional choice Costs Food provenance and seasonality
Complete method for dish 1
Practical Dish 1
Dish 2 Justification Identification of skills and techniques Sensory/nutritional choice Costs Food provenance and seasonality
Complete method for dish 2
Dish 2 Justification Identification of skills and techniques Sensory/nutritional choice Costs Food provenance and seasonality Complete method for dish 2
Practical Dish 2
Dovetail methods for Dish 1 and 2
Practical Dish 1&2
Dish 3 Justification Identification of skills and techniques Sensory/nutritional choice

Costs Food provenance and seasonality
Spring half term 1
Complete method for dish 3
Practical Dish 3
Dovetail methods for Dishes 1,2 and 3
Practical Dishes 2 and 3
Dovetail methods for Dishes 1,2 and 3
Practical dishes 1 and 3
Spring half term 2
Create sensory analysis charts
Practical dishes choice of two
Create sensory analysis charts and photographic evidence
Practical dishes choice of two

Photographic evidence
Prepare, cook and present 3 dishes based on theme. Excellent and advanced application of a wide variety of skills, techniques and cooking methods, showing a high and very complex level of demand Excellent level of competency when using a wide range of tools and equipment Demonstrates excellent cooker management
Summer half term 1
Complete evaluation Dish 1
Complete evaluation Dish 2
Complete evaluation Dish 3
Complete sensory analysis on all 3 dishes
Complete sensory analysis on all 3 dishes
Complete overall summary
Print and hand in NEA2
Summer half term 2
Revision focused on the exam
Techniques to revise for the exam
Revision focused on the exam

Question practice
Question practice

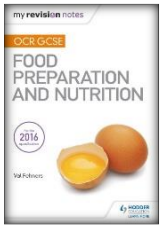
Assessment criteria

Content overview	Assessment overview	
This content should be covered throughout all three components. **Section A** Nutrition **Section B** Food: food provenance and food choice **Section C** Cooking and food preparation **Section D** Skills requirements: preparation and cooking	Food Preparation and Nutrition 1 hour 30 minutes written examination paper	50% of total GCSE
	Food Investigation Task Non-examined assessment (NEA)	15% of total GCSE
	Food Preparation Task Non-examined assessment (NEA) Plan, prepare and cook 3 dishes in 3 hours	35% of total GCSE

Where next?

Those that have studied GCSE Food Preparation and Nutrition have gone into careers in the catering environment, nutrition, dietary care and sport related industries.

Useful resources



My Revision Notes: OCR GCSE Food Preparation and Nutrition' by Val Fehners

http://www.foodafactoflife.org.uk/	A wealth of resources about cooking, eating, food and farming