

# Creative Arts

## Year 11 Food

In September of year 11, students undertake the first AQA NEA task, which is a Food Investigation Assessment. The students will be required to produce a report where they research, investigate (through practical experiments) and then analyse and evaluate their findings. In November of year 11, students move onto the second, larger NEA task, which is a Food Preparation Assessment. This task requires students to produce coursework which evidences research, demonstrates technical skill, planning of a menu, producing three final dishes and analysing and evaluating their findings. Both NEA tasks are completed for the spring of year 11, where students then return to their theory studies, in preparation for their GCSE exam.

### Curriculum overview:

Autumn term:	Spring:	Summer:
<p><b><u>NEA FOOD INVESTIGATION TASK:</u></b> <b>Task set by AQA 1<sup>st</sup> September of examining year.</b></p> <p>Students select one of three investigative tasks, set by the examining board, released on the 1<sup>st</sup> of September of that academic year. It is recommended students spend approximately 10 hours on this task. Students should produce a written/electronic report of approximately 1,500-2000 words, including photographic evidence of the practical investigation.</p> <p><b><u>NEA FOOD PREPARATION TASK:</u></b> <b>Task set by AQA 1<sup>st</sup> November of examining year.</b></p> <p>Students select one of three tasks, set by the examining board, released on the 1<sup>st</sup> of November of that academic year. It is recommended students spend approximately 20 hours on this task, which must include a single 3 hour session for candidates to produce their final dishes. Students should produce a</p>	<p><b><u>Continuation of NEA FOOD PREPARATION TASK:</u></b></p>	<p><b>GCSE – Exam preparation.</b> Returning to school after the Easter Holiday's, students will be preparing for their GCSE Exam.</p>

<p>written/electronic portfolio of a maximum of 20A4 sides, including photographic evidence of the practical work completed. Students will create and develop various dishes, to suit the tasks requirements and this work will result in the students preparing, cooking and presenting 3-4 dishes, to showcase their skills.</p>		
<b>Important vocabulary:</b>	<b>Important vocabulary:</b>	<b>Important vocabulary:</b>
<p>Concise Hypothesis Formulate Meticulously Plasticity Sensory analysis Interpretations Coherent Campylobacter Escherichia coli (E. coli) Salmonella Listeria Staphylococcus aureus Bacteria Safety Hygiene Poisoning Diseases Contaminate Vegetables Weigh Contamination Hazard Denature Coagulation Gelation Gluten Foams Gelatinisation Dextrinisation Caramelisation Shortening Aeration Emulsification Macronutrient Micronutrient Protein Fat Carbohydrate Protein complementation</p>	As in Autumn term	As in Autumn term

Transparent Opaque Syneresis Biological value Anaemia Rickets Broccoli Yoghurt Microorganism Concise Hypothesis Formulate Meticulously Plasticity Sensory analysis Interpretations Concise Interpretations Relevant Discrimination Tradition Culinary Technical Precision Logical Complexity		
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## Key staff contacts:

Faculty Leader: Ms D Moreno [d.moreno@fi.coastandvale.academy](mailto:d.moreno@fi.coastandvale.academy)

Head of Year 11: Ms K Davies [k.davies@fi.coastandvale.academy](mailto:k.davies@fi.coastandvale.academy)

## What are our curriculum aims for your child in year 11?

### Food Preparation & Nutrition Rationale-KS4

In food preparation and nutrition we ensure we equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. We ensure that we enable students to make connections between theory and practice so that they are able to apply their understanding of food and nutrition to practical cooking.

## How can I help my child be successful in Food

- Support your child when undertaking homework tasks.
- Enable your child to complete tasks successfully, by ensuring they have the resources required or communicating with teachers for further support
- Explore the key vocabulary often with your child to help them transfer it to long term memory
- Encouraging your child to be organised and plan to ensure all deadlines are met.
- Practise tricky spellings together.

## How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their practical work, written annotation and theory knowledge linked to the AOS.

In the creative arts we value the importance of providing students with feedback that enables them to progress. In Food, in line with the exam board, we provide generic feedback allowing students to reflect clearly on where they have made progress and enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.

The two NEA's allows students to select their own design brief and both investigate in a practical setting and later, go on to produce a practical outcome, of three final dishes, based on research and design work. The NEA and theory knowledge are marked both formatively and summatively to provide a 'snap shot' of the knowledge and skills the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in any further depth if required.