

**Key Stage 4 Curriculum Overview – Food**  
**WJEC Eduqas Level 1/Level 2 Vocational Award in Hospitality and Catering**  
**Qualification Accreditation Number: 603/7002/1**

**Curriculum Intent**

The level 1/2 technical award in hospitality and catering award focusses on the hospitality and catering industry which includes all businesses that provide food, beverages, and/or accommodation services, which includes restaurants, hotels, pubs, and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. These are all a huge part of our everyday lives and finding out about the logistics involved behind the scenes of these businesses is a very valuable experience for students to appreciate their complex nature and the impact they have on their lives. Students choose this course to develop their knowledge, understanding and the practical application of skills in a vocational context, providing students with a broad introduction to the Hospitality and Catering sector and, as it is a vocational course, the types of further education, training and employment they may wish to engage in. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry and this course equips students with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing, and cooking a variety of dishes. Students will develop their food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication which will benefit them in their future lives regardless of their career choices. In addition, there are the, arguably more important, benefits of experiencing a breadth of cultures and approaches to food and drink to appreciate what is unique about different cuisines and a variety of influences on individual choices. Students will also come to appreciate good eating and nutrition are serious processes and that what they put into their bodies determines what they get out of it.

**Assessment Overview at GCSE**

The GCSE course is assessed through two units:

Unit 1: The Hospitality and Catering Industry - externally assessed via a 90-minute written examination (40% of the total grade).

Unit 2: Hospitality and Catering in Action - internally assessed controlled assessment including practical work 12 hours-controlled assessment (60% of the total grade).

The Hospitality and Catering Industry - students apply their learning by considering all aspects of the vocational sector and should be able to propose new hospitality and catering provision for specific locations. Students will use their learning of different types of establishments 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, whilst also 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, and enables students to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Unit

Unit 2: 60%. An assessment brief will be provided by WJEC which will include a scenario and several tasks.

Hospitality and Catering in Action - students 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 students appreciation of the whole vocational area beyond the kitchen environment, and enables students to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus.

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Term	Year 10	Year 11
Autumn term 1	<p><b>Topic title: 1.1 Hospitality and catering provision.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>1.1.1 Hospitality and catering providers</li> <li>1.1.2 Working in the hospitality and catering industry</li> <li>1.1.3 Working conditions in the hospitality and catering industry</li> <li>1.1.4 Contributing factors to the success of hospitality and catering provision</li> </ul> <p><b>Topic title: 2.1 The importance of nutrition.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>2.1.1 Understanding the importance of nutrition</li> <li>2.1.2 How cooking methods can impact on nutritional value</li> </ul> <p><b>Topic title: 2.3 The skills and techniques or preparation, cooking, and presentation of dishes.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>2.3.1 How to prepare and make dishes</li> <li>2.3.2 Presentation techniques</li> <li>2.3.3 Food safety practices</li> </ul> <p><b>Topic title: 2.4 Evaluating cooking.</b> In this topic learners will gain skills knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>2.4.1 Reviewing of dishes</li> <li>2.4.2 Reviewing own performance</li> </ul>	<p><b>Topic title: 2.3 The skills and techniques or preparation, cooking and presentation of dishes.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>2.3.1 How to prepare and make dishes</li> <li>2.3.2 Presentation techniques</li> <li>2.3.3 Food safety practices</li> </ul> <p><b>Topic title: 2.4 Evaluating cooking.</b> In this topic learners will gain skills knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>2.4.1 Reviewing of dishes</li> <li>2.4.2 Reviewing own performance</li> </ul> <p>Unit 1: Revision and consolidation activities. Unit 2: Completion of internally assessed unit 2 folder.</p>
Evidence of learning	Assessment focus: AO1, AO2	Assessment focus: AO1, AO2, AO3 WJEC – Coursework and assessment
Links to prior learning	Each unit build on previous work in years 7-9, nutrition, food preparation and cooking of dishes.	Each unit build on previous work in years 7-9, nutrition, food preparation and cooking of dishes.

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Links to future learning	To develop a greater understanding of the planning, preparation and cooking of food in a hospitality setting, to allow students to independently complete unit2 task in year 11.	To develop a greater understanding of the planning, preparation and cooking of food in a hospitality setting, to allow students to independently complete unit2 task in year 11.
Spring term	<p><b>Topic title: 1.2 How hospitality and catering provisions operate.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>• 1.2.1 The operation of the front and back of house</li> <li>• 1.2.2 Customer requirements in hospitality and catering</li> <li>• 1.2.3 Hospitality and catering provision to meet specific requirements</li> </ul> <p><b>Topic title: 1.3 Health and safety in hospitality and catering.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>• 1.3.1 Health and safety in hospitality and catering provision</li> <li>• 1.3.2 Food Safety</li> </ul> <p><b>Topic title: 2.2 Menu planning</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>• 2.2.1 Factors affecting menu planning</li> <li>• 2.2.2 How to plan production</li> </ul> <p><b>Topic title: 2.3 The skills and techniques or preparation, cooking, and presentation of dishes.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>• 2.3.1 How to prepare and make dishes</li> <li>• 2.3.2 Presentation techniques</li> <li>• 2.3.3 Food safety practices</li> </ul> <p><b>Topic title: 2.4 Evaluating cooking.</b> In this topic learners will gain skills knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• 2.4.1 Reviewing of dishes</li> <li>• 2.4.2 Reviewing own performance</li> </ul>	<p><b>Topic title: 2.3 The skills and techniques or preparation, cooking and presentation of dishes.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>• 2.3.1 How to prepare and make dishes</li> <li>• 2.3.2 Presentation techniques</li> <li>• 2.3.3 Food safety practices</li> </ul> <p><b>Topic title: 2.4 Evaluating cooking.</b> In this topic learners will gain skills knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• 2.4.1 Reviewing of dishes</li> <li>• 2.4.2 Reviewing own performance</li> </ul> <p>Unit 1: Revision and consolidation activities for the external examination worth 40% of the total grade</p> <p>Unit 2: Completion of internally assessed unit 2 folder.</p> <p>Sit externally assessed unit 1</p>

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Evidence of learning	Assessment focus: AO1, AO2	Assessment focus: AO1, AO2, AO3 WJEC – Coursework and assessment
Links to prior learning	Each unit build on previous work in years 7-9, nutrition, food preparation and cooking of dishes.	Each unit build on previous work in years 7-9, nutrition, food preparation and cooking of dishes.
Links to future learning	To develop a greater understanding of the planning, preparation and cooking of food in a hospitality setting, to allow students to independently complete unit2 task in year 11.	
Summer term	<p><b>Topic title: 1.4 Food safety in hospitality and catering.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>1.4.1 Food related causes of ill health</li> <li>1.4.2 Symptoms and signs of food-induced ill health</li> <li>1.4.3 Preventative control measures of food-induced ill health</li> <li>1.4.4 The Environmental Health Officer (EHO) Mock written paper for unit 1 and mock coursework folder for unit 2 with mock practical cooking session too.</li> </ul> <p><b>Topic title: 2.3 The skills and techniques or preparation, cooking, and presentation of dishes.</b> In this topic learners will gain knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>2.3.1 How to prepare and make dishes</li> <li>2.3.2 Presentation techniques</li> <li>2.3.3 Food safety practices</li> </ul> <p><b>Topic title: 2.4 Evaluating cooking.</b> In this topic learners will gain skills knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>2.4.1 Reviewing of dishes</li> <li>2.4.2 Reviewing own performance</li> </ul>	<p>Final Exam Preparation Revision How to succeed in the examination.</p>
Evidence of learning	Assessment focus: AO1, AO2, AO3	Exam papers Unit two assessment

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Links to prior learning	Each unit build on previous work in years 7-9, nutrition, food preparation and cooking of dishes.	Each unit build on previous work in years 7-9, nutrition, food preparation and cooking of dishes.
Links to future learning	To develop a greater understanding of the planning, preparation and cooking of food in a hospitality setting, to allow students to independently complete unit2 task in year 11.	A level food or catering at KS5
<p style="text-align: center;"><b>Reading in the curriculum (Literacy &amp; Vocabulary)</b></p> <p>Students are introduced to appropriate and subject specific language throughout the course and the development of the student language is constantly developing. Different meanings for words are emphasised e.g. the different meaning for Square in DT and Maths.</p>		
<p style="text-align: center;"><b>Careers in the curriculum</b></p> <p>Cheif, designers of any product, food scientist, any career that involves the making of any product, and work in the food industry, product researcher, product buyers.</p>		
<p style="text-align: center;"><b>Protected Characteristics in the curriculum</b></p> <p>Holywell's DT curriculum and extra-curricular provision is designed to ensure there are opportunities for all our students, regardless of race; gender; where they live; their previous experience; parental income; whether they have special educational needs or disabilities; and whether they are looked after children.</p> <p>All pupils receive the same lessons and are able to develop to their potential and have access to all the design projects. There are no restrictions.</p> <p>The curriculum covers a diverse range of designers and influences from a wide range of cultures.</p>		
<p style="text-align: center;"><b>Safeguarding including safety in the curriculum</b></p> <p>The provision for health and safety for students and teachers in the school is essential. All DT staff undergo regular training required for the processes and equipment that they use. Risk Assessments have been adopted from BS4163 to cover all aspects of DT, all processes and equipment used.</p> <p>Specific PPE is required for certain activities, (apron, goggles etc).</p> <p>All students are taught about general workshop and workroom safety and all are given specific training on all pieces of equipment that they will use.</p> <p>Students are briefed before all lessons on aspects of safety and are checked to ensure they are not only wearing the correct/appropriate</p>		
<p style="text-align: center;"><b>Values across the curriculum</b></p> <p>The DT curriculum promotes and develops many of our Holywell values regularly - Equality, Courage, Responsibility, Resilience, Self- worth and Self-Regulation, Respect, Joy and Peace</p>		
<p style="text-align: center;"><b>Spirituality in the curriculum</b></p> <p>Though DT pupils are able to experience and develop their spirituality that the flowing;</p> <p>Celebrate the success of their work and that of others. See their work enjoyed by others.</p> <p>Peer on peer feedback, allows pupils to enjoy success and take critical feedback with grace.</p> <p>Develop a personal pride an owe in the end products they design and make.</p> <p>Develop their ability to allow them to push their creative talents.</p> <p>Develop an open-minded approach to their work and willingness to explore ideas.</p> <p>Celebrate their successes, but also allow them to try and fail with grace, developing their perseverance to try again. Especially when casting in pewter.</p> <p>Understand where we get our materials from, the wonder in how they look and how they grow. Use materials in a sustainable way, making sure we use materials in an economic way, and not waste precious materials.</p>		

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Looking at key designers and the impact they have had on our lives.  
Teaches them to look after their physical wellbeing through a healthy diet.

### **How we track your progress**

Progress is tracked as pupils move through the projects with verbal feedback on their design work and ongoing feedback as pupils move through the making side of their work. All projects are evaluated and marked at the end of the project.

### **Parents/Carers can support their child by:**

Encouraging your child to explore designers and design and make items at home. Show your child how to cook and encourage them and give them opportunities to cook at home.

<https://www.bbc.co.uk/bitesize/subjects/zbtvxyc>  
<https://www.bbc.co.uk/bitesize/subjects/zdn9jhv>  
<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>  
<https://www.bbc.co.uk/bitesize/subjects/z9qy6yc>  
<https://www.technologystudent.com/>