



Key Stage 4 Curriculum Information

Hospitality and Catering: Subject Overview

Qualification	Level 1/2 award Hospitality and Catering
Exam Board	Eduqas/WJEC
Course Leader	sophie.smalley@bulwellacademy.org.uk
Course summary	<p>Year 10: Complete unit 2 Students will complete their coursework which is 60% of their qualification. Pupils will look in depth at nutrients needed in the body and what to take into account when designing a menu. Pupils will then pick suitable dishes and make them in controlled conditions.</p> <p>Year 11: Complete unit 1 Students sit their written exam which is 40% of their qualification. Pupils will look in-depth at the world of work, the different roles available and the requirements needed. Pupils also look in-depth at food safety looking at hygiene practices and how to prevent food poisoning.</p>
What will students learn?	<p>Year 10: Unit 2- Hospitality and catering in action Learners apply their learning to safely prepare, cook and present nutritional dishes. Pupils will look in-depth at the need for nutrition and its role in a healthy lifestyle. Pupils will also understand how over nutrition and under nutrition can impact on the human body and how this may affect specific age groups. Pupils will look at the impact menu planning and cooking has on the environment and ways to reduce it. The following criteria will be followed:</p> <ul style="list-style-type: none"> 2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value 2.2.1 Factors affecting menu planning 2.2.2 How to plan production 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices 2.4.1 Reviewing dishes 2.4.2 Reviewing own performance <p>Starting on Unit 1 – LO1 Understand the environment in which hospitality and catering providers operate.</p> <p>Year 11: 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.</p> <ul style="list-style-type: none"> LO1 Understand the environment in which hospitality and catering providers operate LO2 Understand how hospitality and catering provision operates LO3 Understand how hospitality and catering provision meets health and safety requirements LO4 Know how food can cause ill health LO5 Be able to propose a hospitality and catering provision to meet specific requirements <p>Review of LO1-5</p>
How will students be assessed?	<p>Unit 1 is an externally marked exam. The pupils are awarded a total mark out of 90 and this converts to a following grade level 1 pass, pass, merit, distinction.</p> <p>Unit 2 comprises of 13 assessment criteria. This is marked by the class teacher.</p> <p>1.1-1.4, 2.1-2.4, 3.1-3.5. Each assessment criteria is assessed to a level 1 pass, pass, merit, distinction.</p>
Career Progression	Hospitality and Catering would be a good foundation for: studying a variety of courses including A-Levels or equivalent or specialist level 3 qualifications in catering. It could also lead to apprenticeships or vocational courses at college to become a qualified chef. Further progression to University for degrees such as food science and food and nutrition.



Year 10 Hospitality and Catering

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Unit 2 AC 2.1 The importance of nutrition 2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value</p>	<p>Unit 2 AC 2.2 Menu planning 2.2.1 Factors affecting menu planning 2.2.2 How to plan production</p>	<p>Live coursework brief released every year and can only be used that year: 12 hour-controlled assessment.</p> <p>Practical exam is scheduled and is assessed by the teacher.</p>	<p>Controlled assessment must be sent to moderators by May 5th. Enter grades on WJEC secure site through your exams officer, this will create your sample ready to send off. Get pupils to sign all documentation.</p>	<p>To learn the 4 units for the exam: Unit 1 LO 1: Hospitality and Catering provision 1.1-1.4 LO 2: How hospitality and catering providers operate 2.1-2.3 LO 3: Health and Safety in hospitality and catering 3.1-3.2</p>	<p>LO 4: Food Safety in hospitality and catering 4.1-4.4</p>
Knowledge Covered	<p>Pupils should be able to discuss nutrients: all macro and micro nutrients and their role in the human body</p> <p>Pupils should know the dietary needs for all age groups: babies, children, teenagers, adults and elderly</p> <p>Pupils should be aware of religions and affect on diet: Muslim, Jewish, Hindu, Sikhism, Rastafarian.</p> <p>Pupils should be able to discuss dietary conditions: Beri Beri, Anaemia, Scurvy, Rickets, obesity.</p> <p>Nutrition impacted by cooking skills: boiling, roasting, frying, deep fat frying, baking, poaching, steaming, blanching</p>	<p>Pupils should be able to take into account factors: Time of year e.g. seasonality of commodities, seasonal events; Skills of staff, Equipment available, Time available, Type of provision e.g. service, location, size, standards; Finance e.g. costs, customer needs, Client base.</p> <p>Dishes: Preparation and cooking methods, Ingredients used, Packaging Environmental issues, Conservation of energy and water, Reduce, reuse, recycle, Sustainability e. g. food miles, provenance</p> <p>Pupils should be able to take into account and plan for needs: Nutritional Organoleptic, Cost e.g. premium priced dishes, value for money.</p> <p>Pupils should be able to write a plan: Sequencing,</p>	<p>Pupils should have experience using the following techniques: Weighing and measuring, Chopping, Shaping, Peeling, Whisking, Melting, Rub-in, Sieving, Segmenting, Slicing, Hydrating, Blending</p> <p>Pupils should recognise and have worked with all the following commodities: Poultry, Meat, Fish, Eggs, Dairy products, Cereals, flour, rice, pasta, Vegetables, Fruit, Soya products</p> <p>Pupils should be able to complete quality controls Smell/Aroma, Touch, Sight, Storage, Packaging</p> <p>Pupils should be able to identify or use: Boiling, Blanching,</p>	<p>Pupils should have a sound understanding of the structure: Types of provider, Types of service, Commercial establishments, Non-commercial catering establishments, Services provided, Suppliers, Where hospitality is provided at non-catering venues, Standards and ratings, Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration)</p> <p>Pupils should be confident with the operations.</p>	<p>Pupils should know the different types of causes of ill health: Bacteria, Microbes, Chemicals, Metals, Poisonous plants, Allergies, Intolerances</p> <p>Pupils should be able to explain the role of the EHO in detail: Enforcing environmental health laws Responsibilities, Inspecting business for food safety standards, Follow up complaints, Follow up outbreaks of food poisoning, Collecting samples for testing, Giving evidence in prosecutions, Maintaining</p>	<p>Requirements: Supply and demand (availability of trained staff, seasonality, location), Jobs for specific needs, Rates of pay, Training, Qualifications and experience, Personal attributes</p> <p>Working conditions: Different types of employment contracts, Working hours, Rates of pay, Holiday entitlement, Remuneration (tips, bonus payments, rewards)</p> <p>Pupils should be able to discuss factors and their impact: Costs, Profit, Economy, Environmental, Technology,</p>
Online Resources	<p>https://www.bbc.co.uk/bitesize/guides/zkmpwty/revision/1 https://www.youtube.com/watch?v=RrTkGpKnScc https://www.bbc.co.uk/bitesize/guides/zv8m47h/revision/1</p>		<p>https://www.youtube.com/watch?v=kcbRpLX-mqs https://www.bbc.co.uk/bitesize/guides/zvtx47h/revision/1 https://www.bbc.co.uk/bitesize/guides/zbrdvk7/revision/1</p>			



Year 11 Hospitality and Catering

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic	Unit 1 AC 2.2 describe the operation of front of house AC2.3 explain how H&C provision meet customer requirements	Unit 1 AC3.2 identify risks to personal safety AC 3.3 recommend personal safety control measures for H&C provision	Unit 1 AC 4.3 describe food safety legislation AC4.4 describe common types of food poisoning AC4.5 describe the symptoms of food induced ill health	Unit 1 AC 5.2 recommend options for hospitality	Exam
Knowledge Covered	<p>Pupils should be able identify and discuss the operation of front of house: Layout, Work Flow, Operational activities, Equipment and materials, Stock control, Documentation and administration, Staff allocations, Dress code, Safety and security</p> <p>Pupils should be able to link this with the operation of the kitchen.</p>	<p>Pupils should be able to identify risks, high risk environments and be able to RAG rate risks: Risks, To health, To security, Level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.</p> <p>Pupils should be able to identify risks and give an appropriate control measure: For employees, For customers</p> <p><i>This is usually a mid- mark question in the exam and pupils must be able to distinguish between a risk and a control measure. They should be able to identify and justify.</i></p>	<p>Pupils should be able to describe legislations: Food Safety Act, Food Safety (General Food Hygiene Regulations), Food Labelling Regulations</p> <p>Pupils should be able to explain food poisoning: Common types, Campylobacter, Salmonella, E-coli, Clostridium perfringens, Listeria, Bacillus cereus, Staphylococcus aureus</p> <p>Pupils should be able to identify food poisonings: Symptoms, Visible symptoms, Signs, Non-visible symptoms, Length of time until symptoms appear, Duration of symptoms</p> <p>Pupils should be able to identify food induced ill health: Intolerances</p>	<p>Pupils should be able to identify, evaluate and recommend: Summarise different options, Advantages/disadvantages of different options, Use of supporting information which justify how this meets specified needs, recommend options for hospitality provision Recommend, Propose ideas, Justify decisions in relation to specified needs, Use of supporting information e.g. structured proposal</p> <p>Links with higher mark final question in the exams</p>	Exam – early June
Online Resources	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=y-3LB9ou-a4 • https://www.bbc.co.uk/bitesize/guides/zbrdvk7/revision/1 • https://www.youtube.com/watch?v=MbH2fPAH4Vc • https://www.youtube.com/watch?v=y-3LB9ou-a4 				