

Golden Threads	Enrichment	Review and Evaluation
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	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>Unit 3 – Investigating to Solve Food Production Problems – Theory</p> <p><b>LO1 understand the scientific properties of food</b></p> <p>AC1.1 - explain how food properties can be changed</p> <p>AC1.2 explain variables that affect physical properties of food</p> <p><b>LO2 be able to scientifically investigate changes to food</b></p> <p>AC2.1 set success criteria for scientific investigations</p> <p>AC2.2 obtain outcomes from scientific investigations</p> <p>AC2.3 record outcomes of investigative work</p> <p>AC2.4 process data</p> <p>AC2.5 review suitability of investigative methods</p> <p><b>LO3 be able to solve food production problems</b></p> <p>AC3.1 analyse food production situations</p> <p>AC3.2 propose practical options to solve food production problems</p> <p>AC3.3 scientifically justify proposed options</p>	<p><b>AC1.1 Changed</b> - Denaturation • Gelatinisation • Caramelisation • Emulsification • Sols-gels</p> <p><b>AC1.2 - Variables</b> Temperature • Chemical reactions • Manipulation • Stirring • Beating • Whisking</p> <p><b>AC2.1 - Success criteria</b> Comparison to food made with “standard” ingredients • Appearance • Smell/Aroma • Flavour • Texture</p> <p><b>AC2.2 - Outcomes</b> • Valid • Reliable</p> <p><b>AC2.3 - Record outcomes</b> • Format for recording outcomes • Clarity of records • Accuracy of record</p> <p><b>AC2.4 - Analyse data</b> • Statistical methods • Use of ICT</p> <p><b>Evaluate data</b> • Consistency of data • Bias in data • Validity of data</p> <p><b>AC2.5 - Suitability</b> of investigative methods • Merits • Limitations</p> <p><b>AC3.1 - Types of Issue</b> • Lack of ingredients • Lack of cooking facilities • Environmental conditions • Customer needs</p> <p><b>AC3.2 - Propose</b> • Make suggestions • From methods used by innovative chefs • From new technologies • Advantages/ disadvantages of different options • Use of scientific language, ideas and models</p> <p><b>AC3.3 - Scientifically justify options</b> • Use supporting primary investigative evidence • Use supporting secondary evidence</p>	<p>Monitoring quality of notes</p> <p>Independent note making</p> <p>Homework tasks</p>		<p>Gelatinisation</p> <p>Caramelisation</p> <p>Emulsification</p> <p>Sol</p> <p>Gel</p> <p>Manipulation</p> <p>SMART Success Criteria</p> <p>Clarity</p> <p>Statistical</p> <p>Analyse</p> <p>Evaluate</p> <p>Consistency</p> <p>Innovative</p> <p>Scientific Language</p> <p>Primary Evidence</p> <p>Secondary Evidence</p>	<p>Links to the Food Science module and NEA1 in Year 10 and 11 of GCSE.</p>

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
<b>Term 2</b>	<p>Unit 3 – Investigating to Solve Food Production Problems – Mock Assessment Task</p> <p>Using knowledge learnt in theory in Term 1 to complete a mock assessment project</p>	<p>UNIT 3</p> <p>LO1, LO2, LO3</p> <p>AC Points</p> <p>See Term 1</p>	<p>Monitoring and Feedback on Mock Assessment Task</p>			
<b>Term 3</b>	<p>Unit 3 – Investigating to Solve Food Production Problems – Actual Assessment</p> <p>Using Unit 3 knowledge learnt in theory in Term 1 to complete actual assessment project</p>	<p>UNIT 2 – See Year 12</p> <p>LO1 – AC1.1, AC1.2, AC1.3</p> <p>LO2 – AC2.1 to 2.5 inclusive</p>	<p>Monitoring and Feedback on Mock Actual Unit 3 Assessment Task</p>		See Term 1	25% of final Level 3 Grade
<b>Term 4</b>	<p>Unit 3 – Investigating to Solve Food Production Problems – Actual Assessment Task – Completed soon after February Half Term</p> <p>Using Unit 3 knowledge learnt in theory in Term 1 to complete actual assessment project</p>	<p>Unit 2 – See Year 12</p> <p>LO3 – AC3.1 to AC3.3 inclusive</p>	<p>Monitoring and Feedback on Mock Actual Unit 3 Assessment Task</p>		See Term 1	
	<p>Unit 2 – Ensuring Food is Safe to Eat – Mock Tasks</p> <p>Using Unit 2 knowledge learnt in theory in Year 12 to complete mock assessment projects</p>		<p>Monitoring Feedback Marking</p> <p>On practice Unit 2 Tasks</p>		See Year 12	
<b>Term 5</b>	<p>Unit 2 – Ensuring Food is Safe to Eat – Mock Tasks</p> <p>Using Unit 2 knowledge learnt in theory in Year 12 to complete mock assessment projects</p>		<p>Monitoring Feedback Marking</p> <p>On practice Unit 2 Tasks</p>		See Year 12	
	<p>Unit 2 – Ensuring Food is Safe to Eat – Actual Assessment</p> <p>Using Unit 2 knowledge learnt in theory in Year 12 to complete actual assessment Task in May</p>	<p>Unit2 Actual Assessment</p> <p>8 Hours over 9 Lessons</p> <p>LO1 – AC1.1 to 1.4 inc</p> <p>LO2 – AC2.1 to 2.4 inc</p> <p>LO3 – AC3.1 to 3.4 inc</p>	<p>No Marking or feedback allowed. Work sent off electronically and externally marked.</p>			25% of final Level 3 Grade