

# EPCHS Art and Technology Department: Year 10 Programme of Study

## WJEC Hospitality and Catering

Year/Term	Unit of work	Intent
Overall		<p>The intent is to start the year with the examination unit and an introduction of the practical assessments. The assessment for coursework will also begin in the Summer Term. This will be continued throughout the following terms and into year 11.</p> <p>Throughout the year there will be memory and retrieval exercises that will prepare the group for answering the examination questions.</p> <p>The variety of practical work will be based on the examination board and their requirements. The group will start with low to medium level skills and work their way up so that they are prepared in year 11 for the addition of further skills.</p> <p><b>Practical Activities:</b></p> <p><b><u>Low level skills. These recipes when made well will secure a Level 1.</u></b></p> <p>Some examples are: Crumbles, Sandwiches, Pizza with readymade bases, simple salads and assembling products with readymade sauces. <b><u>Low /</u></b></p> <p><b><u>Medium level skills. These recipes when made well will secure a Level 2/3</u></b></p> <p>Some examples are: Readymade pastry items assembly e.g. Milles Feuilles, Fruit and vegetable dishes that require even sizes e.g. julienne, macedoine. Simple cakes, cookies scones, undecorated. Pre-cut meat products or simple meat dishes such as curry, bolognaise with homemade sauce.</p> <p><b><u>Medium to High level skills. These recipes when made well will secure a Level 6/7</u></b></p> <p>Some examples are: Cheesecakes—gelatine, baked. Panna cotta. Rich yeast doughs. 1 Or 2 complex accompaniments/garnishes, Choux buns, homemade puff pastry. Tiramisu with homemade sponge. Homemade pasta dishes. Roux based sauces. Lyonnaise, dauphinoise potatoes. Meat and fish dishes that require changing the shape of the meat e.g., chicken Kiev.</p> <p><b><u>High level skills. These recipes when made well will secure a Level 8/9</u></b></p> <p>Some examples are: De-boning/ portioning chicken. Filleting fish</p> <p>3/4 complex accompaniments/ garnish</p> <p>2 or more high skills to make one product e.g., Gateau St Honor</p> <p>Presentation of dishes exemplary—clean, neat presentation</p> <p>Chocolate run-outs, spun sugar for decorated cakes. Accurate piping skills.</p>
Autumn Term 1	Structure of the Hospitality and Catering Industry	<p><b>To understand the structure of the Hospitality and Catering Industry.</b></p> <ul style="list-style-type: none"> <li>• Types of food system</li> <li>• Commercial sector</li> <li>• Non-commercial sector</li> <li>• Job roles in the Hospitality and Catering Industry</li> <li>• Kitchen brigade</li> <li>• Front of house/Housekeeping</li> <li>• Catering Standards and Rating</li> </ul> <p><b>Job requirements and working conditions in the Hospitality and Catering Industry</b></p> <ul style="list-style-type: none"> <li>• Supply of and demand for staff</li> <li>• Training to work in the Hospitality and Catering Industry</li> <li>• Personal attributes and Skills</li> <li>• Employment rights and contracts</li> <li>• Working hours and rights of pay/Remuneration/Holiday entitlement</li> </ul>
Autumn Term 2	Profit and loss in the Hospitality and	<p><b>Factors affecting the success of hospitality and catering providers</b></p> <ul style="list-style-type: none"> <li>• Costs, profits and economy</li> <li>• Environmental factors</li> <li>• Emerging and innovative cooking techniques</li> </ul>

	<b>Catering Industry</b>	<ul style="list-style-type: none"> <li>• Customer demographics and lifestyle and expectations</li> <li>• Customer service and service provision</li> <li>• Competition, trends, political factors and media</li> </ul>
<b>Spring Term 1</b>	<b>Operation of the Kitchen and Front of House</b>	<b>The operation of the kitchen and the front of house</b> <ul style="list-style-type: none"> <li>• Workflow and layout of a kitchen</li> <li>• Kitchen equipment</li> <li>• Stock control and documentation.</li> <li>• Dress code in the kitchen</li> <li>• Safety and security in the kitchen</li> <li>• Front of house workflow</li> <li>• Front of house equipment</li> </ul>
<b>Spring Term 2</b>	<b>Consumer Requirements Health and Safety</b>	<b>Meeting Customer Requirements</b> <ul style="list-style-type: none"> <li>• Customer needs, requirements and expectations</li> <li>• Customer trends</li> <li>• Customer rights and equality</li> <li>• Leisure requirements</li> <li>• Business/corporate requirements</li> </ul> <b>Health and safety: responsibilities of employers and employees for personal safety</b> <ul style="list-style-type: none"> <li>• Laws about Health and Safety</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR)</li> <li>• Control of Substances Hazardous to Health Regulations (COSHH)</li> <li>• Manual Handling Operations Regulations (MHOR)</li> <li>• Personal Protective Equipment (PPE)</li> </ul>
<b>Summer Term 1</b>	<b>Causes of Food related Ill-health</b>	<b>Identifying Food related causes of ill health</b> <ul style="list-style-type: none"> <li>• Causes of food-related ill health</li> <li>• Microbes</li> <li>• Chemicals, metals and poisonous plants</li> </ul> <b>Considering and acknowledging food allergies and intolerances</b> <ul style="list-style-type: none"> <li>• Food allergy</li> <li>• Food intolerance – lactose intolerance and coeliacs</li> </ul> <b>Understanding of the legislation surrounding Food safety</b> <ul style="list-style-type: none"> <li>• Food safety legislation</li> <li>• The Food Safety Act 1990</li> <li>• Food Hygiene Regulations Act</li> <li>• HACCP</li> <li>• Food Labelling Regulations</li> <li>• Role of the Environmental Health Officer</li> </ul>
<b>Summer Term 2</b>	<b>Examination preparation Start of Unit 2 coursework assessment.</b>	<p>This will take the form of past papers and past questions.</p> <p>Timing of how to answer questions.</p> <p>Recall of information.</p> <p>Start the controlled assessment on looking at macro-nutrients and micro-nutrients in detail.</p>