BEECHEN CLIFF

Design & Technology

(Including L2 Hospitality and Catering)

Curriculum Booklet

2025 - 2026

Head of Faculty: Mr P. Simmons

Subject Curriculum Intent:

"The true sign of intelligence is not knowledge, but imagination."

Albert Einstein

The Design & Technology curriculum at Beechen Cliff School is designed and delivered in such a way as to encourage a thirst for developing an intellectual curiosity around design and manufacture. It is our intent to offer a rigorous yet inspiring curriculum that prepares all of our students to live, appreciate and work in the designed and made world.
Using creativity and imagination, it is our intention that students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Students are able to acquire a broad range of subject knowledge and draw on disciplines in areas such as mathematics, science, engineering, computing and art.
It is also our intention to encourage risk taking, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, students are able to develop a critical understanding of its impact on daily life and the effects on the wider world. We believe that our subject makes an essential contribution to the development of our student's creativity, culture, wealth and well-being and society as a whole. The curriculum is designed to promote gender and ethnic equality and emphasise the role played by designers and manufacturers from a diverse range of backgrounds and beliefs.

Our curriculum is designed to expose the students to skills and knowledge that reflect industrial practice, coupled with the essential element of harnessing their passion and interest in the varied subject content. This passion and interest secures our healthy numbers of students opting for both Hospitality & Catering and Design & Technology at GCSE and boys and girls into Product Design at A Level.

The KS3 & KS4 curriculum is designed with the boys in mind. For example, practical application and the NEA element of the examination courses are of keen interest to the boys and therefore the curriculum lends itself to practical opportunities with an element of competition. The curriculum design allows students to study food and nutrition at an early stage to promote healthy living and lifestyle. Students are taught how to cook and apply the principles of nutrition and healthy eating. We believe that instilling a love of cooking in our students also opens a door to one of the great expressions of human creativity.

It is our intention to ensure students are fully aware of the exciting opportunities that lie ahead within the subject. Career aspirations are informed by linking topic plans to specific roles and responsibilities in the world of work. In addition, we utilise external agencies to bring the world of work into the classroom so students have first hand experiences.

Subject Curriculum Implementation:

Key Stage 3

The curriculum is implemented in a rotational system at Key Stage 3, followed by an option choice at both Key Stage 4 & Key Stage 5. At Key Stage 3, the students are offered a series of modules that fulfil the National Curriculum, but also allows them to be exposed to a vast range of materials and processes involved within the subject. Each module allows the students to develop in the key areas highlighted in the National Curriculum, Designing, Making, Knowledge, Evaluative and Analytical skills. Focusing on these key areas allows us to monitor and track student progress under the headings Design and Manufacture. The students are taught through design and make activities that allow the skills and knowledge to be transferable and progressive throughout each module. This also allows sequencing of lessons to be based under the above headings, or key knowledge. The analytical and evaluative skills allow the students to develop and build on their understanding of literacy involved with the subject, with a focus on key terminology and vocabulary.
Students are tested mid way and at the end of each module of work. In addition to this is an end of year assessment that allows the students to recall the knowledge that has been learnt throughout the year. Each lesson is planned with the students' needs in mind. Activities are differentiated to allow total inclusivity for all students and therefore allows progress to be made by all.

At the end of Key Stage 3, it is essential that our students feel they are fully informed to make the decision to opt to study Design & Technology at GCSE, and/or Hospitality & Catering.

Key Stage 4

Design & Technology GCSE

The Design & Technology GCSE at Beechen Cliff is strategically designed to encourage development of skills and knowledge required for the final assessed GCSE Non Exam Assessment and the examination, both weighted at 50% of the qualification. Each lesson taught has specific learning objectives that provide students with the skills for researching, designing, developing, modelling, manufacturing and evaluating. In addition, a program of theory lessons are mapped against the GCSE specification that allow students to further their understanding of the content held under the Core, Design and Technical principles. Theory lessons incorporate key terminology and knowledge required to make informed decisions and a greater understanding of the role of the designer, industrial practices and environmental issues.

The students are exposed to two practice NEA projects in Year 10. These offer an opportunity for students to develop their iterative design skills. Students will practise their designing and communication skills through sketching and will extend their modelling skills through practical activities and the use of CAD CAM. They will also mimic the iterative design process leading to manufacture and evaluation. The initial lighting project focuses directly on design influences and the various stages of the design process. The second project focuses on a timber based product that covers the specialist material areas of Timbers and Polymers as well as providing a secondary opportunity to fully understand the assessment criteria for the GCSE NEA. Both projects take an e-portfolio format and are assessed twice during the term and regular feedback is provided to stretch and challenge every student. The marking criteria is thoroughly explored allowing the students to become familiar with the requirements in preparation for Year 11. By completing these NEA practice projects, students are able to gain valuable transferable skills such as the ability to research, analyse and evaluate information to enable justifiable decision making and practical application. These skills are taken into future studies of Design & Technology, particularly the Product Design A Level course.

The students will start their assessed NEA project following the release of the themes by the examination board during June of Y10. The students will be able to draw on their understanding of the design process and recall knowledge and apply this to their final e-portfolio.

The theory content is carefully integrated into the NEA practice projects and also stand-alone lessons, thus allowing sequencing of lessons. Both the core and specialist knowledge is thoroughly unpacked into manageable yet challenging content. The students will build a resource of notes that can be used for revision and also be applied to their personal NEA projects during the end of Year 10 and throughout Year 11. Literacy and numeracy skills are also extended with a Design and Technology focus. Weekly homework is set in the form of practice exam questions, worksheets, research and analysis tasks or continuation of portfolio work. Throughout the course, there are interim tests to check understanding and to identify any knowledge gaps. In addition, there are also end of year exams that prepare students for Year 11 where students will develop revision strategies and knowledge recall.

Level 2 Hospitality & Catering

The Hospitality & Catering Level 2 course is planned and delivered to expose students to the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life. Students will also learn how to use this knowledge in industry, and adapt what they are planning to suit a specific audience.

During Year 10, students begin to work through Unit 1: The Hospitality & Catering Industry, and Unit 2: Hospitality & Catering in Action. This structure has been designed to develop the learners' knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. Through each of these areas, students undertake a range of theory based activities, tasting lessons and a series of practical lessons.

This will give students the knowledge base and confidence to apply this understanding in both the coursework and the written exam element of the qualification. During this time we also build upon the student's practical skills throughout the duration of the course so they are ready to tackle the practical coursework that is set during Year 11.

On completion of the Year 10 course students will spend much of Year 11 completing the coursework that is set and released by the exam board in September. This piece of coursework allows the students to research a chosen scenario, to plan for and develop and evaluate a range of dishes. Please note that 60% of the final grade is based on the coursework and 40% is based on the final examination at the end of Year 11.

Students are always encouraged to take pride in their work. All theory and practical evidence is collated both in their own book and through google classroom. Both theory work and practicals are assessed and regular feedback and reflection time is built into the course. This gives the students an opportunity to discuss and focus on their successes and areas to work upon in the future.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Fortnightly lesson allocation	4	4	4	5	5

Year 7

The Year 7 curriculum is based around four modules of around 10 weeks. All students will study the Formula 1 project in the final rotation and 3 of the following.

	Curriculum Foci Areas	Assessment
Module 1	**Food & Nutrition** • **Theory:** Healthy diets, Nutrients -sources and functions (Lit/Num), Evaluations (Lit/Num). • **Processes:** Basic food preparation, weighing, measuring (Num) combining ingredients, baking, cutting. • **Skills:** Following a recipe, knife skills, handling ingredients. • **Design Strategy:** Designing a healthy dish & making it, (Lit/Num).	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Planning/Making b) Evaluation
Module 2	**Prototyping** • **Theory**: Design communication - purpose and application of drawing and visual communication in the design process, scale and dimensions (numeracy) • **Processes**: Heat forming (line bending), Acrylic polymer • **Skills**: Workshop manufacturing and design communication techniques. Numeracy skills. • **Design Strategy:** Using external sources to inspire design ideas.	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Making/Practical b) Evaluation
Module 3	**Contextual Design** • **Theory:** Ferrous Metals: Low carbon steel, Cast Iron, High carbon steel (Tool). Non-Ferrous Metals: Aluminium, Copper, Tin & Zinc. Alloys: Brass, Stainless Steel, High Speed Steel & Duralumin. (Sci) • **Processes:** Casting, Die casting, Sand casting & Heating/Cooling (liquid/solid) • **Skills:** Entry level CAD/CAM, using 1:1 Scale drawings (Num), using dimensions to design and manufacture (Num), gravity fed casting, finishing metal products, • **Design Strategy:** Writing a client questionnaire (Lit), recording and evaluating responses (Lit), using data and feedback to design a product, analysis and evaluation of design ideas (Lit), analysis and evaluation of design project (Lit)	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Designing b) Making/Practical
Module 4	**Formula 1** • **Theory:** Basic aerodynamics and forces (Sci), history of design/design evolution • **Processes:** Cutting, shaping, wasting, finishing, using templates and jigs • **Skills:** Workshop/manual skills, Modelling and prototyping, • **Design Strategy:** Following a design specification and constraints.	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Designing b) Making/Practical

Year 8

The Year 8 curriculum is based around four modules of around 10 weeks. All modules will be covered during the year.

	Curriculum Foci Areas	Assessment
Module 1	**Food & Nutrition** • **Theory:** Fake Aways- making healthier takeaway alternatives, Food provenance, Safe food storage (Num), Job roles, Food miles. • **Processes:** Baking, frying, dough making, preparation, roux sauce. • **Skills:** Dough handling, kneading, safe meat preparation, temperature control (Num). • **Design Strategy:** Designing your own Fake Away and making it, (Num/ Lit).	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a)Planning/Making b) Evaluation
Module 2	**Working with Sustainable Materials** • **Theory:** Sources of materials, coniferous/deciduous trees. Categories of timber, material properties, stock forms, functionality, joining materials. Sustainable materials (SMSC) Environmental impact. (SMSC) • **Processes:** Measuring, marking and processing, cutting, planning, applying a finish • **Skills:** Woodwork skills, • **Design Strategy:** Designing skills, 2 point perspective illustration techniques.	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Making/Practical b) Evaluation
Module 3	**Designing for a place of interest** • **Theory:** CAD – Communication techniques. Papers and boards, processes and corporate identity. • **Processes:** sublimation printing and packaging design • **Skills:** Digital drawing and modelling, numeracy(scale, dimensions, proportions) • **Design Strategy:** Designing towards a context relating to a place of interest.	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Designing b) Making/Practical
Module 4	**Energy Systems** • **Theory:** Polymers – Types, functions and properties (Sci) Manufacturing techniques and processes(polymers), Energy sources: Types and environmental impact, Finite/Infinite resources, moral argument for and against fuel types (e.g. nuclear). Basic mechanical systems. Electronic components and functions • **Processes:** Using formers, vacuum forming, soldering • **Skills:** Free form modelling (Former and Styrofoam) • **Design Strategy:** Designing considering hydrodynamic resistance (Sci) Designing using pre-manufactured components/ design constraints. (Num)	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Designing b) Making/Practical

Year 9

The Year 9 curriculum is based around four modules of around 10 weeks All modules will be covered during the year.

	Curriculum Foci Areas	Assessment
Module 1	**<u>Food & Nutrition</u>** • **Theory:** Great British Bake Off, presentation techniques, intolerances & allergies, bacteria control (Num), macronutrients and micronutrients. • **Processes:** Baking, shaping, piping, presenting. • **Skills:** Ingredient handling and preparation, mainly pastries. • **Design Strategy:** Designing own GBBO dish and making over 2 lessons.	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a)Planning/Making b) Evaluation
Module 2	**<u>CAD/CAM Designer Influenced Chair</u>** • **Theory:** Advantages/disadvantages of CAD/CAM, Design History, Materials:Polymers • **Processes:** Card modelling, CAM: Laser cutting • **Skills:** Design communication: , 2D drawing skills, 2D and 3D CAD modelling (Num) • **Design Strategy:** User centred design, using design influences and inspiration in your own work, iterative design process.	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Designing b) Evaluation
Module 3	**<u>Manufacture - Industrial Context</u>** • **Theory:** Inclusive design. Material properties, manufacturing processes, product analysis • **Processes:** Modelling processes, Cutting, forming, shaping materials,(Measuring and marking: Num) • **Skills:** Design communication: drawing, modelling, prototyping • **Design Strategy:** • Design for disability, user centred design, iterative design process, evaluating/considering user group feedback, solving a problem with a design solution. Using anthropometric data to design product solutions.	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Designing b) Evaluation
Module 4	**<u>Be Seen - Be Safe</u>** • **Theory:** Electronic systems, Input, Process, Output. Electronic components and their functions within a system, capacitance, resistance, sensors. Planned obsolescence, design for maintenance, product analysis • **Processes:** Manufacturing a PCB circuit, product assembly. • **Skills:** Soldering, CAD/CAM • **Design Strategy:** Designing a product using pre-manufactured components/design constraints (Num) Systems approach to designing.	• Mid-point knowledge test. • Homework • End of unit test. • Project Assessment: a) Making/Practical b) Evaluation

Year 10

Design & Technology

Exam Board: AQA **Specification: 8552**

	Curriculum Foci Areas	Assessment
Term 1	**NEA Practise - Light Project** • Context and Research Plan • Primary Data • Environmental research • Primary & Secondary Data • Client information & Design Influence • Primary Research • Design History • Primary Product Analysis • Design Brief & Specification writing • Initial ideas **Theory** • Informing Design Decisions • Sustainability & Environment	• **Mid-Term Knowledge Test.** • **End of Term Assessment - Written Paper**
Term 2	**NEA Practise - Light Project** • Development sketches & Modelling • Manufacture • Evaluation **Theory** • Industry & Enterprise • People, Culture & Society • Production techniques and systems	• **Mid-Term Knowledge Test.** • **End of Term Assessment - Written Paper.** • **Mid-Point Assignment Assessment.**
Term 3	**NEA Practise - Timber Based Project** • Mood Board & Product Analysis • Client Research – Investigating the context • Development Modelling • Material Research – Stock Forms **Theory** • Sources & Origins of Timber • Timber • Working With Timbers	• **Mid-Term Knowledge Test.** • **End of Term Assessment - Written Paper.** • **End of Assignment Assessment.**
Term 4	**NEA Practise - Timber Based Project** • Manufacture & Finishing • Testing & Evaluation **Theory** • Polymers • Papers & Boards • Metals & Alloys • Textiles	• **Mid-Term Knowledge Test.** • **End of Term Assessment - Written Paper.**
Term 5	**Theory** • Stock Forms & Standard Sizes • Scales of Production	• **Mid-Term Knowledge Test.** • **End of Term**

	• Improving Functionality of Material	**Assessment** **- Written Paper.** • **End of Assignment Assessment.**
Term 6	**NEA Introduction - Sections: Research & Analysis** • Forces & Stresses • Modifications to Materials • Composite materials and Technical Textiles • Mechanical devices	• **Year 10 Summer Exam**

Year 11
Design & Technology

	Curriculum Foci Areas	Assessment
Term 1 **Term 2** **Term 3** **Term 4**	**NEA** • Continuation of the Non Examined Assessment. The NEA is an iterative process, therefore learning activities will be directed by the student and will depend on their personal project. A series of deadlines will be shared with the student to ensure completion of a 20 slide design portfolio and a product or prototypes. **Theory** • Electronic systems processing • Systems approach to designing • Smart materials • Modern materials • Energy storage • Energy generation • Maths in Design & Technology	**Generic feedback provided for NEA assessment**
Term 5	**Revision and Exam Preparation**	
Term 6	**Exams**	**Written Exam**

Year 10

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

Exam Board: WJEC Eduqas **Specification:** 603/7022/1

	Curriculum Foci Areas	Assessment
Term 1	**HACCP, Knife Skills and Dietary Requirements** • Introduction to the course & Health & Safety • HACCP, food related ill health, food safety legislation and food hygiene. • Importance of nutrition and dietary requirements due to life stages. • Special dietary requirements due to religion, allergies, intolerances, medical conditions and choice. • How cooking methods impact nutrition value. • Fruit and vegetables, GF and vegetarian dishes.	• **Mid term test.** • **End of unit test.** • **Own fruit or vegetable based dish.**
Term 2	**Custard, Chicken, Christmas and Food Poisoning** • Food poisoning through chemical, physical, and bacterial contamination. Symptoms and signs both visible and hidden, of food- induced ill health. • Food labelling laws and food packaging. • Preventative control measures for food poisoning, cross- contamination and temperature controls. • Custard, jointing chicken, reducing waste, pastry and roulade.	• **Mid term test.** • **End of unit test.** • **Roulade practical.**
Term 3	**Factors behind successful Menu Planning** • Different food provisions. • Factors which affect menu planning, including cost, nutrition and clients. • Kitchen equipment and chef skills. • Environmental issues include reducing waste, seasonality and organoleptic senses. • Start planning for an assessment. Health & safety, cost, quality points, dovetailing, cooking, serving and storage. • Piping and setting.	• **Mid term test.** • **End of unit test.** • **Choux buns practical.**
Term 4	**Finishing Techniques and Fish Filleting** • Scaling up a recipe and menu, implications. • Customer demographics. • Basic/ medium/ complex skills. Building in creativity and skills. Portion control and accompaniments/ garnishes. • Customer expectations and media influence. • Dietary needs and nutrients in a recipe. Including designing and making food for a young child/ toddler. • Genoise sponge, cooking over 2 sessions. Chocolate work, spun sugar, using a fish to fillet and use in a dish.	• **Mid term test.** • **End of unit test -open book.** • **Own dish design based on brief.**

Term 5	**Sauces, Pasta and Mocks** • Making suitable dishes to fit a brief over a few lessons. Planning for safe storage and decorative techniques to be used. • Reviewing dishes and reviewing my own performance. Organisation, time management and best use of time. • Health and safety in hospitality and catering provision. Accident forms, and risk assessments. • Sauces, garnishes, fresh egg pasta- teamwork, enriched doughs & mock dishes.	• **Mid term test.** • **End of unit test.** • **Own dish design based on brief.**
Term 6	**Piping Skills and Various Diets** • Environmental Health Officer. Job role and risk assessments. Enforcing environmental health laws, inspecting businesses for food safety standards, giving and maintaining evidence, laws. • Factors affecting menu planning. Planning and cooking dishes for a range of diets. • Evaluating a variety of dishes. • Food suitable for toddlers, oaps, sports diets. • Piping skills, Gateau, own planning for dishes.	• **Mid term test.** • **End of year exam.** • **Mock NEA (coursework).**

Year 11

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

	Curriculum Foci Areas	Assessment
Term 1	**Mock Assessment Planning & Practicals** • Health and safety in hospitality and catering provision of the kitchen and front of house. • Menu planning: cost & portion control, balanced diets/current nutritional advice, time of day, clients/customers. • How to prepare and make dishes • Mock: commodity list with quantities, contingencies, equipment list • Hospitality and catering providers. • Yorkshire Puddings, Scotch Eggs, Chicken Pie, Tortellini.	• **Mid term test.** • **End of unit test.** • **Mock practical 3.5 hour session for 2 dishes.**
Term 2	**NEA- Assignment brief released** • Planning, researching, independent tasks in preparation for and towards NEA Task. • Macronutrients & Micronutrients. • Demonstrating knowledge of menu choices. • Planning final 2 dishes in detail. • Sorbet, Sauces, Rainbow Bhajis, Danish Pastries. • Practice elements of chosen dishes.	**NEA begins** • **Generic feedback for NEA assignment** • **Mock paper.**
Term 3	**NEA including Practical Exam** • Planning to include: dovetailing, presentation, portion control, creativity, garnish and accompaniment. • Evaluating dishes and own performance against criteria, including organisation and decision making. • Cooking 2 dishes which fit the task set by the exam board under exam conditions. • Citrus Souffle and practice dish.	• **Generic feedback for NEA assignment**

Term 4	**NEA continued and Handed In completed** • Completing the planning and reviews. • Hand in completed NEA ready to start revision for the written exam. • Chocolate cupcakes, Empire Biscuits, Great British Fry Up.	**NEA** **3.5 hour practical**
Term 5	**Revision and Exam Preparation** Including practical revision: Wedges, Scones, Chicken Skewers.	
Term 6	**Exam**	**Written Exam**

Revision and Support:

Key Stage 3
Please support your son with the weekly homework tasks that are set on Google Classroom. Please ensure that your son has stationary and other resources for the lessons, and the correct ingredients for food practical lessons. Please communicate with your son's D&T teacher or tutor if there are any issues with this prior to the lesson.
Your son will have 2 assessments during the 9 week modules. There is a short assessment during week 5 of the module and the end of unit test during week 9. There is also an end of year assessment that covers all the content for the modules covered.
All content to be revised can be found in their exercise books

Key Stage 4
Please support your son with the weekly homework tasks that are set on Google Classroom. Please ensure that your son has stationary and other resources for the lessons and the correct ingredients for food practical lessons. Please communicate with your son's D&T teacher or tutor if there are any issues with this prior to the lesson.
Please support your son with the designing and making projects that are delivered in D&T and also the practical outcomes in Hospitality & Catering. Simply by discussing their progress in these areas of the subject will help them develop and reflect on their experiences.

Useful resources:
Recommended revision guide, websites, textbooks etc.

GCSE Design & Technology

- **CGP – GCSE AQA DESIGN & Technology – Complete Revision & Practise**
  Product code: TAS41 / ISBN: 9781782947554
- **CGP - New Grade 9-1 GCSE Design & Technology AQA Revision Guide**
  Product code: TAR41 / ISBN: 9781782947523
- **Hodder - AQA GCSE (9-1) Design and Technology:** All Material Categories and Systems
  ISBN:9781510401082
- http://www.technologystudent.com
- https://www.bbc.com/bitesize/subjects/zvg4d2p
- https://designmuseum.org

- How things are made: https://www.youtube.com/channel/UCjEFd0HLw8RVVm10q9UgK-A
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Level 2 Hospitality & Catering

- https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_overview
- Book: WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) – Student Book – Revised Edition- 2nd edition
- https://www.nutrition.org.uk
- https://www.foodafactoflife.org.uk
- https://senecalearning.com/en-GB/

Final Assessment Structure:

Design & Technology GCSE

Component	Weighting (%)	Content	Proposed Examination Date
NEA	50%	**Non Examined Component** ● Substantial design and make task ● Assessment criteria: ○ Identifying and investigating design possibilities ○ Producing a design brief and specification ○ Generating design ideas ○ Developing design ideas ○ Realising design ideas ○ Analysing & evaluating ● In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner ● Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA ● Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA **Note:** Examination board Changes to the 2022 entry means the students do not need to manufacture their final design and evaluate the final outcome. https://www.aqa.org.uk/news/gcse-design-and-technology-nea-changes-for-2022-exams	Final Hand in April of Year 11

Examination Paper	50%	Written exam: 2 hours 100 marks **Section A – Core technical principles (20 marks)** A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. **Section B – Specialist technical principles 30 marks** Several short answer questions (2–5 marks) and one extended response to assess a more in depth **Section C – Designing and making principles (50 marks)** A mixture of short answer and extended response questions.	May/June of Year 11

Hospitality & Catering Level 2

Component	Weighting (%)	Content	Proposed Examination Date
Unit 1: Written exam: 1 hour 20 minutes	40%	Unit 1: The hospitality and catering industry Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions. 1.1 Hospitality and catering provision 1.2 How hospitality and catering providers operate 1.3 Health and safety in hospitality and catering 1.4 Food safety in hospitality and catering	May/June of Year 11
Unit 2: Controlled assessment: approximately 12 hours	60%	Unit 2: Hospitality and catering in action An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website. 2.1 The importance of nutrition 2.2 Menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills	Final hand in April of Year 11