Design & Technology - Curriculum Overview 2023-2024

	Autumn I	Autumn 2	Spring to February	Spring 2	Summer I	Summer 2
Year 7	Cooking and	Cooking and	Cooking and	DT Materials	DT Materials	DT Textiles
	Nutrition	Nutrition	Nutrition	Students will begin to	Students will have	Health and safety
(3 hours per	To learn Health &	Know how the Eat well	Principles of planning	gain knowledge of the	knowledge of how to	procedures
fortnight).	Safety and Food	guide can be used to	and preparing a range	design process.	work safely in DT.	Identify modern
	hygiene practices.	guide individuals in	of healthy meals.		·	materials – Basic hand
	-Kitchen hygiene	selecting foods that	-	Students will begin to	Students will learn how	stitching, operating a
	-Personal hygiene	make up a healthy and	Seasonality/ food miles	gain knowledge of the	to measure, mark out	sewing machine.
	-Kitchen safety	balanced diet.	Sensory characteristics	design movements,	and shape materials.	
	-Storing and cooking		Food choice- personal	through research.	•	Researching a design
	for safety.	Fruit and vegetable	·		Students will	brief to generate ideas,
	,	benefits.	Y7 Designing/adapting	Students will research	understand different	materials research and
	To learn different		a scone-based pizza	designers of Pop Art	joints used within	product analysis.
**PLEASE	cooking methods	Healthy Eating	recipe to healthy eating	and explore materials	timber.	
NOTE NOT	through the experience	Guidelines. Eat Well	guidelines.	and their properties.		Know how fabrics are
ALL DT STAFF WILL TEACH	of making a variety of	Guide- link to		They will also carry out	Students will learn how	constructed together
THE	savoury and sweet	nutrients. Be able	Be able to create a	a product analysis.	to use a disc sander,	to make a product-
CONTENT IN	dishes.	know what they are	nutritional product and		Pillar drill and a range	hand and machine
THIS		and name the key	plan for the making of	Students will be able to	of hand tools.	stitching.
PARTICULAR ORDER DUE	Basic Knife skills	nutrients.	the finished product.	express their		
TO	Use of the cooker			individuality through	Student will apply this	Generate and Model
RESOURCING		Understand where	Be able to cook	designing a ball bearing	knowledge through the	design idea.
AND	Food preparation skills-	food commodities.	independently selecting	game.	making of the ball	Decorative techniques
ROOMINGS	weighing and	fruit/vegetables/cereals	the correct kitchen		bearing game.	Use of ICT
	measuring.	come from? How	equipment and select	Students will learn how		
		commodities can be	ingredients based on	to design, render and	Students will have	Make a functional
	Healthy Eating	processed and some of	their functional,	annotate.	knowledge of good	product by adding
	Guidelines. Eat Well	their nutritional	sensory, and nutritional		quality outcomes.	shape/structure to a
	Guide- link to	properties.	properties.	They will explore these	. ,	fabric to realise their
	nutrients. Be able			topics through the		own design ideas.
	know what they are	Students will develop		topic of 'ball bearing	Students will develop	
	and name the key	their subject		games.	their planning and	To evaluate the
	nutrients.	vocabulary and			evaluation skills.	product based on
		evaluation skills				customer needs.
		throughout the year.				

Year 8	Cooking and Nutrition	Cooking and Nutrition	Cooking and Nutrition	DT Materials	DT Materials	DT Materials
(3 hours per	Health & Safety and	What constitutes a	Understand where food	Students will learn how	Students will be able to	Student will learn
fortnight).	Food hygiene	healthy diet? Applying	commodities come from.	to apply designing and	carry out a risk	how use a variety of
	practices.	Eat Well Guide	How the commodity can	making skills, to	assessment and	temporary fixings
	-Food safety when	principles.	be processed and their	produce an Angle Poise	understand the	such as screws, nuts
	buying and storing		nutritional properties	Light	importance of working	bolts to the
	foods.	Calories (fats & oils)			safely in the workshop.	construct the Angle
	-Labelling, date	Labelling- Traffic lights.	Fruit/vegetables/cereals	Students will also		poised light.
	marks		meats, dairy.	explore working in the	Students will be able to	
	-Cooking food	Y8 will develop a		style of designers.	construct a working	Students will develop
	safety	deeper understanding	Seasonality/food miles		circuit.	their planning and
**PLEASE NOTE NOT ALL DT	-High risk foods-	of the five main				evaluation skills.
STAFF WILL	cross	nutrients and their	Adapting recipes- tooth	Through research	Students will be able to	1.3
TEACH THE	contamination.	function in the body &	decay, diabetes, increase	students will begin to	use tools and	13
CONTENT IN		sources.	fibre.	apply knowledge of	equipment	7 3
THIS	To learn different	Macro/micronutrient		materials and	independently.	
PARTICULAR ORDER DUE TO	cooking methods	A, B, C, D, E.	Sensory characteristics	electronics to build a		
RESOURCING	through the	Minerals- Iron,	Food choice-	working circuit for the		
AND ROOMINGS	experience of	Calcium, Sodium.		USB light.		
	making a variety of	Understand and use	Y8 –Design/adapt a			
	savoury and sweet	the following functions	savoury dish and a sweet	They will also explore		100
	dishes.	when preparing dishes.	dish to ensure it is	Graphic Design skills to		
		Coagulation, Raising	nutritionally balanced.	produce a quality		
	Reinforce and	agents- chemical,		outcome and final		FACTA NON VERBA
	develop basic Knife	mechanical, biological.	Development of food	product.		
	skills.		product. Setting chilled-			
		Fats and oils, sugar	cheesecake.	Students will then use		
	Use of the cooker	-caramelization,		CAD to produce a		
		dextrinization,	Students will develop	design for the top of the		
	Food preparation	denaturation	their planning and	lamp.		
	skills- weighing and	Enzymic browning.	evaluation skills.			
	measuring.	Glazing.				
	Healthy eating	Students will develop				
	guidelines.	their subject				
		vocabulary and				
		evaluation skills				
		throughout the year.				

	Nutrition	Nutrition	Cooking and Nutrition	DT Materials	DT Materials	DT Materials
			Understand where food	Students are going to	Students will use	
	Health & Safety and	Understand where	commodities come from	learn about the	knowledge of marking	Students will be able
	Food hygiene	food commodities	and how the commodity	environment and the	out and planning.	to carry out a risk
(3 hours per	practices.	come from and how	can be processed.	impact that this has on		assessment and
fortnight).		the commodity can be		nature. Students are	Students will build their	understand the
	Food safety	processed.	Functions of ingredients:	going to design and	wildlife house using a	importance of
	procedure		Coagulation	make their own	variety of tools and	working safely in the
	-Home and industry.-Key legislation	Nutrition- Impact on health	Raising agents- chemical, mechanical, biological use	creature habitat.	processes.	workshop.
	- danger zone 5-63	Over/under eating	of yeast.	Students will understand	Students will be able to	They will understand
	-Cooking temp –	Digestion	Fats and oils, sugar	the importance of	apply a range of	the importance of
	75c	How to maintain	-caramelization,	designing to meet the	finishing techniques to	health and safety
	-Refrigeration 0-5	healthy eating.	dextrinization,	needs of a client	their wildlife house.	legislation in the UK
	4C's – preventing		denaturation	through a variety of		and the role of the
	food poisoning.	Identify the links	Enzymic browning,	research.	Students will be able to	HSE.
		between poor diet and	glazing.		carry out a risk	
		health risks including		They will also	assessment and	They will also be
	Advanced Knife	tooth decay, obesity,	Y9	understand the product	understand the	able to recognise a
	skills	and cancer.	Design/plan and adapt a	life cycle.	importance of working	range of health and
			dish based on a special		safely in the workshop.	safety signs used in
	Work with a range	Produce a range of	diet- cultural, allergies,	They will use		industry.
	of high-risk protein	dishes/ingredients	nutritional needs.	CAD/CAM and	They will understand	
	ingredients.	representative of		understand the impact	the importance of	FACTA NON VERBA
	NI control	different cultures.	Menu planning –	of design technology on	health and safety	
	Nutritional and	Nutritional needs of	Development of food	the environment	legislation in the UK	
	working properties	different groups of	product- own choice.	through sustainability.	and the role of the HSE.	
	of a range of foods.	people.	Sensory analysis	Students will use	nse.	
*DT projects	Planning and	Students will develop	Selisory alialysis	knowledge of designing	They will also be able	
	presentation skills.	their technical	Practical assessment	rendering and	to recognise a range of	
delivered in this	presentation skins.	knowledge, subject	Be able to present food in	annotation to	health and safety signs	
particular order		vocabulary, and	an acceptable way.	communicate their	used in industry.	
due to rotation		evaluation skills	an acceptable way.	idea.	assa in industry.	
purposes*		throughout the year.	Students will develop			
			their planning and	Students will use		
			evaluation skills.	knowledge of different		

				production methods used in industry.		
*Assessments of projects may take place at different points in the year	Assessment of Research & Design	Assessment of Making	Retrieval Test Summative Assessment of final product and evaluation.	Assessment of Research & Design	Assessment of making	Retrieval Test Summative Assessment of final product and evaluation.
·	Homework Quiz Research the brief (FA)	Homework Quiz Key terminology quiz (FA)	Homework Quiz Material functions (FA)	Homework Quiz Research the brief (FA)	Homework Quiz Key terminology quiz (FA)	Homework Quiz Material functions (FA)

FRED LONGWORTH HIGH SCHOOL



Year 10 5 hours per	WJEC Hospitality and Catering	WJEC Hospitality and Catering	WJEC Hospitality and Catering	WJEC Hospitality and Catering	WJEC Hospitality and Catering	WJEC Hospitality and Catering
fortnight.	8		8		•	
J	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	Foods that cause ill	2.1.2 How cooking	Unit 2.2.1 Factors			
	health- Food safety	methods can impact	affecting menu planning.	Controlled Assessment	Controlled Assessment	Unit I:1.3.1 health
	legislation/EHO	nutritional value.		Unit 2.	Unit 2.	and safety in
			2.2.2 How to plan			hospitality and
	Unit 2.2.1 Factors	College Visit or –	production of dishes.	2.2.2 How to plan	Food presentation	catering provision.
	affecting menu	catering kitchens.		production of dishes.	techniques.	
	planning.		Unit 1:1.3.1 health and			
		Practical skills planning	safety in hospitality and			Food safety practices
	Unit 2 2.1.1	preparing and safely	catering provision.		Controlled	in preparation,
	Understanding the	using a variety of food		Trial exam dishes.	Assessment (CA).	cooking, storage and
	importance of	commodities, cooking	Practical skills planning		Unit 2	serving food.
	nutrition.	techniques and	preparing and safely using		4-hour practical	Reviewing dishes and
	1.46	equipment.	a variety of food	Reviewing dishes and	<u>exam</u>	own performance.
	Life stages		commodities, cooking	own performance.		
	Comparison of nutritional needs.	Earl cofety processor	techniques and			
		Food safety practices in preparation,	equipment.	ACL		
	Unit 2:2.3.1	cooking, storage and				101
	Practical skills	serving food.	Reviewing dishes and own			
	planning preparing	Reviewing dishes and	performance.			
	and safely using a	own performance.				FACTA NONVERBA
	variety of food					
	commodities,					
	cooking techniques					
	and equipment.					
	Filleting fish.					
	Deboning chicken, high risk dishes.			Homework – Plan	Homework –	Homework –
	riigh risk dishes.	Homework -	Homework –	and trial dishes	Reviewing dishes	Retrieval quizzes-
	Homework –	Research for	Research for	Reviewing dishes and	Mexicaning disties	health and safety
	Retrieval quizzes	controlled	controlled assessment	own performance		and recap
	Research for	assessment-cooking	Unit 2.2.1 Factors	Own performance		hygiene.
	controlled	methods	affecting menu planning.			/8.0
	assessment -					
	nutrition					

GCSE Design Technology Wind chime Project:

Students will begin the year exploring a range of materials, covering metals, plastics, woods and manufactured boards. They will design and make a Wind Chime based on a theme of their choice but for a specific client and target market. They will understand how to use jigs and templates and gain understanding of the production methods in place. Students will also explore CAD/CAM and using the laser cutter.

This project will run alongside 3 lessons of theory content.

Theory topic is emerging technologies **Homework** Knowledge organisers and

GCSE Design Technology Wind chime Project:

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This project will run alongside 3 lessons of theory content.

Theory topic is energy sources

Homework

Knowledge organisers and retrieval quizzes – Ferrous/non ferrous metals- client profile

GCSE Design Technology Storage Solution:

Students will learn how to solve the problem of storage through this project, by designing and making a storage solution that requires the skills of using joints and knowledge of materials and fastenings. They will use CAD/CAM and understand the impact of design technology on the environment through sustainability. This project is set up as a

This project is set up as a controlled assessment practice.

This project will run alongside 3 lessons of theory content.

Theory topic is materials and working properties part I

Homework Knowledge organisers and retrieval quizzes – CAD CAM, fair trade, sustainability 6 R's.

GCSE Design Technology Storage Solution:

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This project will run alongside 3 lessons of theory content.

Theory topic is materials and working properties part 2

Homework Knowledge organisers and retrieval quizzes – CAD CAM, fair trade, sustainability 6 R's.

GCSE Design Technology Mock NEA:

Students will have access to the official NEA, they will begin by researching the three topics and begin producing, task analysis, product analysis, client profile, and questionnaires to their target market. Students will also explore mood boards, whilst demonstrating prior knowledge of presentation and skills.

Homework Research ACCESSFM, Mood boards and layouts

GCSE Design Technology NEA Controlled Assessment (CA):

Students will have access to the official NEA, they will begin by researching the three topics and begin producing, task analysis, product analysis, client profile, and questionnaires to their target market. Students will also explore mood boards, whilst demonstrating prior knowledge of presentation and skills.

Homework

Presentation of design ideas, isometric drawing and rendering skills.

	retrieval quizzes – Ferrous/non ferrous metals- client profile					
Y10 Assessments	Mid-point unit/technical knowledge	Mid-point unit/technical knowledge assessment	Mid-point unit/technical knowledge assessment	Assessment of Research, and Developing design ideas	Assessment of Research, and Developing design ideas	External examination Catering Unit I
	Practical outcomes	Controlled assessment mock task summative	Practical outcomes and evaluation assessment	using official AQA criteria	using official AQA criteria	mock exam 90 mins DT Mock Exam
	and evaluation assessment	assessment		Unit 2 Catering controlled Live task final assessment submitted	Mid-point technical knowledge DT	2Hour No internal feedback
		LO	NGV	to exam board.		permitted to individual pupils for NEA.
Year II 5 hours per	WJEC Hospitality & Catering	WJEC Hospitality & Catering	WJEC Hospitality & Catering	WJEC Hospitality & Catering	WJEC Hospitality & Catering	
fortnight.	Catering	Cattering		Catering	Catering	
	Unit I	Unit I	Unit I	Unit I	Unit I	
	I.I.I Hospitality and catering providers –	Recap Standards and ratings	1.1.2 Working in hospitality and catering-	1.1.4 Contributing factors to	1.2.2 Customer	
	commercial and	1.2.1 operation of the	employment roles and	the success of	requirements in	
	non-commercial	front and back of	responsibilities within	hospitality and catering	hospitality and catering-	
	residential, Types of	house- work flow,	industry front of house and back of house.	provision Costs incurred within	customer needs, rights,	
	food services, standards, and	industrial equipment, documentation dress	Personal attributes,	hospitality and catering-	inclusion, and equality.	
	ratings.	code	qualifications, and	labour, material, and		
			experiences.	overheads- Calculation	1.2.3	
	1.2.3	L L 2 \A/a alsia a ia	1 1 2 \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	of gross profit and net	Hospitality and catering	
	Hospitality and catering provision	1.1.2 Working in hospitality and	I.I.3 Working conditions in the hospitality and	profit. Strength of economy, VAT, value of	provision to meet specific requirements –	
	to meet specific	catering- employment	catering industry – Types	223,, 1711, 14.40 01	-F serie : edan emene	

of contracts and working pound and exchange lifestyle, nutritional, requirements roles and lifestyle, nutritional, responsibilities within dietary, time available. hours, renumeration. rates. dietary, time industry front of supply and demand of Expectations service. available. house and back of employment. **Environmental** impact value for money etc. house. Personal within the industry. customer demographics **Expectations** service, value for attributes. Assessment period seasonality, sustainability: reduce qualifications, and money etc. Controlled assessment reuse recycle. customer experiences. demographics CA Unit 2. (Live Revise- exam Assessment period New Technology assessment) preparation and Unit 2 2.1.1 cashless systems, digital retrieval practice. All Understanding the Controlled 2.3.1 Controlled technology, software. unit I importance of Impact of printed, assessment CA assessment. Unit 2 nutrition. Unit 2. (Live 4-hour practical exam. broadcast, internet, and assessment) Written mock exam competitive media on the industry. and final exam lune Life stages 2024 Comparison of Unit 2.2.1 Factors affecting menu nutritional needs. Controlled Unit 2:2.3.1 planning. assessment CA Unit Practical skills 2. (Live assessment) 2.2.2 How to plan planning preparing production of dishes. 2.4.1 Reviewing of and safely using a variety of food dishes. commodities-2.3.2 presentation Trial possible exam 2.4.2 Reviewing own techniques dishes. Recap performance. Trial exam dishes hygiene, health, and Mock practical dish safety- Reviewing Revise- exam dishes and own Mock exam paper. preparation and performance. retrieval practice. 2.1.2 How cooking methods can impact nutritional value. **Controlled** assessment CA Unit

2. (Live assessment)

Homework –	Homework –				
Research for	Research for	Homework - Research	Homework -		
controlled	controlled assessment	for controlled assessment	Research for controlled		
assessment –	and trial a range of	and trial a range of dishes	assessment and trial a	Homework -	
preparation of notes	dishes.		range of dishes	Retrieval quizzes/ exam	
for new brief				question practice.	
WJEC	WJEC	WJEC	WJEC	WJEC	
Construction	Construction	Construction	Construction	Construction	
Unit I -	Unit I -	Unit I -Introduction	Unit I -Introduction	Unit I -Introduction	
Introduction to	Introduction to the	to the built	to the built	to the built	
the built	built environment	environment	environment	environment	
environment					
	1.1 The Sector-	1.1 The Sector- buildings	1.7 Trades and	1.8 Health and safety-	
I.I The Sector-	buildings and	and structures,	Employment-	Risks/hazards- risk	
buildings and	structures,	infrastructures and civil	Bricklaying,	assessments, legislation,	
structures,	infrastructures and	engineering products, raw	stonemasonry,	PPE. Working safely	
infrastructures and	civil engineering	material extraction,	plastering, carpentry,	with gas, water, and	
civil engineering	products, raw material	building services	joinery, electrician,	electricity. Working at	
products, raw	extraction, building	engineering, professional	plumbing, pointing,	height and in enclosed	
material extraction,	services engineering,	and managerial roles.	decorating, flooring, and	spaces.	
building services	professional and	1.2 Built environment life	tiling.	Revi <mark>sion- walk talk</mark>	
engineering,	managerial roles.	cycle – raw material		mock.	
professional and	I.2 Built environment	structures, manufacturing,			
managerial roles.	life cycle – raw	and construction.	Unit 3 Constructing		
1.2 Built	material structures,	Operation and	the built		
environment life	manufacturing, and	maintenance, demolition,	environment.		
cycle – raw material	construction.	disposal, reuse, recycling.			
structures,	Operation and		3.10 - Evaluate the		
manufacturing, and	maintenance,	Unit 3 Constructing	construction tasks.		
construction.	demolition, disposal,	the built environment.	(1.5hrs)		
Operation and	reuse, recycling.	- Painting &			
maintenance,	Unit 2 Carrier of	Decorating			
demolition, disposal,	Unit 3 Constructing	Carat			
reuse, recycling.	the built	Cont			
11-:4 2	environment	3.8 -removal & disposal of			
Unit 3	<u>Joinery</u>	materials. (0.5hrs)			
Constructing the	Cant				
<u>built</u>	Cont				

environment	3.7 -3.9 -Carry Out	3.10 - Evaluate the		
<u>Joinery</u>	construction task	construction tasks.		
3.1- Interpret	safely. (5 hours)	(1.5hrs)		
sources of	3.8 -removal &			
information & 3.4	disposal of materials.	Unit 3 Constructing		
Calculation and	(0.5hrs)	the built environment		
specification of	3.10 - Evaluate the	-Tiling.		
materials needed.	construction tasks.	3.1- Interpret sources of		
3.5 Set success	(1.5hrs)	information & 3.4		
criteria for the brief	,	Calculation and		
(1.5hrs)	Unit 3 Constructing	specification of materials		
	the built	needed. 3.5 Set success		
3.2,3.3,3.6, -Planning	environment -	criteria for the brief		
and organising	Painting and	(1.5hrs)		
work, identify PPE,	decorating.			
tools, and	3.1- Interpret sources	3.2,3.3,3.6, -Planning and		
equipment to carry	of information & 3.4	organising work, identify		
out construction	Calculation and	PPE, tools, and equipment	 	
tasks. (1.5hrs)	specification of	to carry out construction		
	materials needed. 3.5	tasks. (1.5hrs)		
3.7 -3.9 -Carry Out	Set success criteria for			
construction task	the brief	3.7 -3.9 -Carry Out		
safely. (5 hours)	(1.5hrs)	construction task safely.		
3.8 -removal &		(5 hours)		
disposal of	3.2,3.3,3.6, -Planning	3.8 -removal & disposal of		
materials. (0.5hrs)	and organising work,	materials. (0.5hrs)		
3.10 - Evaluate the	identify PPE, tools, and	3.10 - Evaluate the		
construction tasks.	equipment to carry	construction tasks.		
(1.5hrs)	out construction tasks.	(1.5hrs)		
	(1.5hrs)			
	3.7 -3.9 -Carry Out			
	construction task			
	safely. (5 hours)			
	3.8 -removal &			
	disposal of materials.			
	(0.5hrs)			

	3.10 - Evaluate the construction tasks. (1.5hrs)				
GCSE Design	GCSE Design	GCSE Design	GCSE Design	GCSE Design	
Technology NEA	Technology NEA	Technology	Technology	Technology	
Controlled	Controlled	Students will produce a	Students will focus on	The ongoing focus on	
<u>Assessment</u>	Assessment:	written evaluation of the	the exam content and	the exam content and	
(CA):	Students will	project, compare their	get prepared for the	getting prepared for the	
Students will	independently make	product against a	external assessment.	external assessment.	
explore designing,	their product focusing	specification and produce	The students will focus	The students will focus	
focusing on the	on the materials	a redesign.	on knowledge required	on knowledge required	
NEA topic they	properties and		for the exam and focus	for the exam and focus	
have chosen. They	knowledge of	Students will be able to	in on one technical area	in on one technical area	
will explore how to	processes. The	recall the knowledge to	for section 2.	for section 2.	
design in both 2D	students will also	complete these tasks			
and 3D and using	explore a range of	from taught projects	Students will be shown	Students will be shown	
CAD to support	finishing techniques	through the DT	how to answer	how to answer	
these design ideas.	whilst considering the	curriculum.	questions and discuss	questions and discuss	
The students will	work of others.		what will be expected	what will be expected	
also explore		Homework -	to be on the paper.	to be on the paper.	
engineering		Homework –	Homework –	Homework -	
drawings and produce these as	Homework -	Evam quastions/natrioval	Maths & DT	Exam	
part of working	NEA- Controlled	Exam questions/retrieval quiz	Mauris & DT	questions/retrieval	
drawings required	assessment research	quiz	Exam	quiz	
before making. The	assessment research	New technologies, fossil	questions/retrieval	quiz	
students will also		fuels, renewable energy,	quiz	Timbers, metals,	
plan and use		modern and smart	Scales of production	polymers, CAD CAM,	
GANTT charts form		materials	Forces and stress	crowd funding, fair	
the basis of these			Stock forms, surface	trade	
ideas.			finishes		
Homework –					
NEA- Controlled					
assessment research					

Assessment	Mid-point technical	Mock Exam Design	Formal Assessment for	CA Deadline: May 5 th	Mock exams	
	knowledge	Technology	Constructing task - paint,	/15 th		
No internal	assessments		joinery, tiling.		Final Summer External	
feedback		NEA ongoing.		Mini-Mock Exam Unit 1	Examinations all	
permitted to	NEA ongoing.		Mock Exam Design	Construction	subjects.	
individual pupils		Mock Catering	Technology		•	
for CA.		practical examinations		Mock Exam Design		
		x 2	NEA ongoing.	Technology		
		Mini-Mock Exam Unit I Construction Unit I Hospitality and catering.	Final Catering Practical examination catering Unit 2 (4 hours)	NEA Final completion Catering Controlled assessment final completion.		

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